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ABSTRACT

This report presents the findings and recommendations of an in-depth study of the Hispanic youth and the dropout syndrome in Michigan. Following an executive summary, the report is divided into three major sections. The first section describes the procedures, instruments, resources, findings, and conclusions of a statewide survey of Hispanic school dropouts, graduates, and parents which occurred in the 1981-82 school year. The second section describes procedures and findings of an analysis of Hispanic performance on Michigan Educational Assessment Program (MEAP) tests. The third section synthesizes the conclusions of the first two sections, combines them with the principal findings extracted from a review of over 100 related research studies, and recommends a series of preventive strategies. Major findings of the study are that students may be led to drop out by a combination of factors involving school environment, home-school relations, and student attitudes. Statewide, a majority of Hispanic students achieved minimum acceptable levels of performance on the MEAP. Appended are a list of participating schools, questionnaires, and procedures. The student questionnaire, parent questionnaire and cover letters from the Michigan State Department of Education are provided in Spanish as well as English. (KH)

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# HISPANIC SCHOOL DROPOUTS AND HISPANIC STUDENT PERFORMANCE ON THE MEAP TESTS

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## PREFACE

As a national leader in educational excellence and equity, Michigan is concerned with affording the best possible education to all its residents. To this end, the State Board of Education, from time to time, reviews specific performance indicators relative to particular groups experiencing disproportionate underachievement levels in public schools. One such group is the Hispanic population.

Over the past seven years, the Michigan Department of Education has been collecting data on school dropouts by race, ethnicity, and gender. Through analyses of these data, it is evident that Hispanics in grades 9-12 are dropping out at rates three or four times higher than the rest of the student population in Michigan's public schools. This statewide pattern is consistent with national studies on the subject which report Hispanic dropout rates as high as 55%.

In recognition of this reality, the State Board of Education endorsed the implementation of a comprehensive and in-depth study aimed at providing recommendations for action to address the school dropout syndrome among Hispanic youth. This three-pronged study includes (1) a survey with Hispanic dropouts and graduates, as well as their parents, on the causes of high student attrition, (2) an exploratory study on the performance in the Michigan Educational Assessment Program tests of Hispanics and other racial/ethnic groups, and (3) a set of recommendations geared to preventing the high dropout rates among Hispanics.

Although the Office of Hispanic Education was responsible for the overall planning, coordination, and execution of the project, other internal and external resources contributed greatly to the success of the study. Internally, the Office of Technical Assistance and Evaluation and the Office of

Bilingual/Migrant Education assisted with staff resources and, in the case of the latter, also shared in the financing of the project. Externally, the six school districts randomly selected for the study assigned executive personnel to work in the planning and implementation of various major tasks, along with other organizations represented on the Superintendent's Study Group on Hispanic Concerns. The Study Group provided sound feedback and recommendations to Department staff on the design of instruments and procedures to collect and analyze the data, as well as on the use of the information compiled. Consulting services were secured from the Institute for Research in Teaching at Michigan State University. The individual and collective contributions of all these committed parties produced this unique document containing far-reaching recommendations for action.

In fact, the bulk of the recommendations submitted in the third section of this document may be applicable to all students, irrespective of race or ethnicity. Therefore, this report constitutes a major piece of educational reform aimed at providing quality and equitable educational services to students who have historically encountered difficulties in succeeding educationally. For this very reason, its findings and recommendations could very well have implications for educational innovation not just within Michigan but in the nation as a whole.

In summary, this document represents a solid step in the direction of increased educational excellence and equity as a result of collaborative efforts led by the State Board of Education through its Office of Hispanic Education. The next crucial phase is the implementation and evaluation of the strategies proposed herein. We look forward with anticipation to the results of those preventive strategies in the foreseeable future.

Phillip E. Runkel

SUPERINTENDENT'S STUDY GROUP ON HISPANIC CONCERNS

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| Vivian Brown, Director<br>Special Programs<br>Buena Vista School District | Participating School District | Research Survey |
| [2]Jaime de la Isla, Director<br>Bilingual Education<br>Detroit Public Schools | Participating School District | MEAP Study |
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| Peter Roon, Superintendent<br>West Ottawa Public Schools | Participating School District | MEAP Study |
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Notes: [1]Representation at the time of appointment

[2]Chairperson of MEAP Study Subcommittee

[3]Chairperson of Preventive Models Subcommittee

[4]Chairperson of Study Group

[5]Chairperson of Research Survey Subcommittee

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*Listed in relative order of involvement.

### Contracted Personnel

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| David Solomon, Research Associate<br>Computer Center<br>Michigan State University | Developed statistical model and processed data for Research Survey |
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| Arnaldo Acevedo (Grand Rapids) | Interviewer |
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| Alicia Sandoval (Lansing) | Interviewer |
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| Patricia Villareal (Livonia) | Interviewer |
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**Also participated in pilot-testing of questionnaires and procedures.

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## INTRODUCTION

The purpose of this document is to transmit to the State Board of Education (SBE) the procedures, findings, and recommendations of a three-pronged study on Hispanic school dropouts in Michigan. This study was approved by the SBE on March 1, 1983, upon recommendation by the Superintendent of Public Instruction.

Data collected by the Michigan Department of Education since 1976 reveal that Hispanics in grades 9-12 at public schools throughout the state are dropping out at three or four times the rate of their non-Hispanic-white counterparts. In effect, the actual K-12 dropout rate among Hispanics could range between 47% and 55%; their attrition rate is therefore the highest in Michigan of all the identifiable racial/ethnic groups--followed very closely by blacks. The evidence of this problem and the dearth of related research prompted the SBE to approve the plans for the study.

The completion of this project decisively supports the recommendations adopted by the SBE's Better Education for Michigan Citizens: A Blueprint for Action concerning school dropouts. The Blueprint calls for the adoption of models aimed at reducing dropouts both at the local and intermediate school district level. This report clearly responds to those policy recommendations in a timely and effective fashion.

The goals of the study were (1) to investigate the causes of the high dropout rate among Hispanic youth, (2) to ascertain whether Hispanic students in grades 4, 7, and 10 perform at rates different from other identifiable racial/ethnic groups in the MEAP (Michigan Educational Assessment Program) tests, and (3) to recommend strategies aimed at preventing Hispanic school dropouts.

Consequently, three major sections are contained in this document: (1) ANALYSIS OF SURVEY ON HISPANIC SCHOOL DROPOUTS, (2) PILOT STUDY ON HISPANIC PERFORMANCE IN THE MEAP PROGRAM, and (3) STRATEGIES FOR THE PREVENTION OF SCHOOL DROPOUTS. The first section describes the procedures, instruments, resources, findings, and conclusions of a statewide survey conducted with Hispanic school dropouts and graduates which occurred in the 1981-82 school year, one with their parents, and data collected from the students' cumulative school record. The second part also describes procedures, resources, findings, and conclusions on MEAP data collected by race and ethnicity in the fall of 1983. While the data analyzed in the first section included students from six high schools selected at random, the MEAP scores used in the second section comprise students at those same six high schools plus their feeder middle/junior high and elementary schools. The third section synthesizes the conclusions of the first two sections, combines them with the principal findings extracted from the review of over one hundred related research studies, and, based on this synthesis, a series of possible preventive strategies are recommended; thus, the corollary of all the analyses done is contained in this last major section.

An EXECUTIVE SUMMARY precedes the text of the report. This part abstracts the basic findings and conclusions of the three main sections so that the reader may have a brief but general perspective of the total document and be able to select parts of the main text which may offer supportive, in-depth documentation for the core findings and recommendations listed in the summary.

The APPENDICES included are: (1) Participating Schools, (2) Pretesting of Survey Questionnaires and Procedures, and (3) Questionnaires and Procedures. Appendix 3 includes procedures for both the survey on Hispanic school dropouts and the collection of MEAP scores by race and ethnicity.

The development of procedures and instruments for the collection and analysis of data was achieved with the collaboration of the Superintendent's Study Group on Hispanic Concerns (SSGHC), MDE staff, and external consultants. Upon appointment of the SSGHC, members were convened to define their charge and get organized to accomplish their task efficiently. Three subcommittees were formed: (1) Research Survey, (2) MEAP Study, and (3) Preventive Strategies, each of them chaired by a SSGHC member and assisted by MDE staff. A chairperson for the whole SSGHC was also elected to act as the SSGHC liaison with the Office of Hispanic Education. A total of nine meetings was held to review and provide feedback on proposals from staff and external consultants concerning questionnaires, activities, and reports related to the overall study; in fact, this entire document was reviewed and endorsed by the SSGHC for submission to the State Superintendent of Public Instruction.

Because the focus of this study is on Hispanics in Michigan's public schools, particularly the analysis of the survey on school dropouts, the findings and conclusions reached herein may not be applicable to other non-Hispanic dropouts or to Hispanics outside the Michigan school system. However, the amount and quality of the data analyzed are deemed sufficient to propose school dropout preventive strategies relevant to the needs of Hispanic youth throughout the state and which may be applicable to non-Hispanics as well.

The ultimate value of this project rests on its potential for reducing school dropout rates effectively. The realization of this potential calls for a major cooperative effort among the MDE, schools willing to participate in the implementation of preventive strategies, and other public and private organizations willing to participate in these educational partnerships.

## EXECUTIVE SUMMARY

### The Research Survey

Data from the survey conducted with high school dropouts, graduates, their parents and their schools indicate that school environment, home-school relations, and student attitudes affect student status (dropout vs. graduate). Almost one-third of the dropouts reported not to be comfortable talking with any school official or teacher, and a majority of them cited school-related problems as the reason for dropping out. Further, one-fourth of the dropouts never discussed school matters with parents and only 10% of them were most comfortable talking with one of their parents outside of school; 21% of the parents of dropouts also reported that they did not get along well with people at their children's school and 42% of them felt "my son/daughter was not fairly treated by school officials." Dropouts also reported a lack of emotional involvement in school and a "laid-back" approach to learning. In addition, almost three-fourths (71%) of those who prematurely left school had grade point averages of 1.5 or below and 87% of them were enrolled in general education curricula.

In contrast, 43% of the graduates felt most comfortable talking with a classroom teacher, 78% of them discussed school work with their parents a few times a week (35% every day), their parents "communicated well most of the time" with them (99%) and had better relations with school officials (only 7% of these parents reported not getting along well with people at their children's schools), only 3% of them had grade point averages below 1.5 and the vast majority of them (65%) were enrolled in college preparatory or vocational/technical education programs.

## The MEAP Study

Statewide, 56% of the Hispanic students, in the fall of 1983, achieved minimum acceptable levels of performance (75% or more of the objectives) in the MEAP reading tests for grades 4, 7, and 10, compared to 79% of all the students (including Hispanics) in the state, or a gap of 23 percentage points. In math, the disparity in performance levels between Hispanics and "all students" is 15 percentage points (55% and 70% respectively). While the gap in reading performance levels tends to decrease between 4th and 10th grades (25 vs. 19 percentage points), the opposite is true of math performance levels (11 vs. 23 percentage points).

Among the six high schools that participated in the study, acceptable minimum reading performance in the 10th grade, on the average, was 73% for all students and 63% for Hispanics. Comparable performance levels in math for the same groups were 60% and 45%.

## Preventive/Remedial Strategies

The strategies recommended include (1) procedures and criteria for early identification of dropout-prone students, (2) action-oriented, parental involvement programs targeted for parents of dropout-prone students, (3) staff development programs for "regular" teachers and support staff aimed at developing mentorship/tutorial relationships between school personnel and dropout-prone students, (4) exemplary instructional programs for dropout-prone students, (5) student leadership forums and other such personal development programs designed for dropout-prone students, (6) inservice training and feedback for counselors and other support staff to prevent biased overplacement of dropout-prone students in general education curricula, (7) internship and cooperative education-type programs with the private and public sector for dropout-prone students, (8) cooperative support services programs with

community agencies and institutions to provide tutoring, enrichment, and counseling services for dropout-prone youth and their families, (9) educational partnerships between K-12 systems and higher education institutions to provide supplementary assistance to dropout-prone students, and (10) collection of MEAP scores by race and ethnicity on an ongoing basis from school districts participating in the pilot-testing of the foregoing strategies.

ANALYSIS OF SURVEY ON HISPANIC SCHOOL DROPOUTS

## The Hispanic Dropout

According to recent data from the National Center for Educational Statistics (NCES, 1983), nearly 14% of the high school sophomores in 1980 dropped out of school before graduating. American Indians and Alaskan natives had the highest dropout rates, with youngsters from Hispanic backgrounds being the second most likely to leave school prematurely. While estimates of dropout rates among American Indians vary widely across studies--ranging in some from 38% all the way up to 90%--there is a clearer picture as far as Hispanic populations are concerned, and it is bleak no matter how educational progress is measured. Thus, the 1984 report by the American Council on Education entitled "Minorities in Higher Education" put Hispanics on the bottom of the educational ladder. Only 7% of Hispanics in the United States finish college compared with nearly a quarter of the whites and 12% of the blacks. Further, six times as many Hispanics (78%) as whites aged 25 and older are classified as functional illiterates.

Focusing on the Hispanic dropout problem, the subject of the study reported here, one finds evidence that the situation has worsened in recent years. In a study of NCES and census bureau data, the Carnegie Council on Policy Studies and Higher Education (1979) identified the following differential trends: From 1960 to 1965, the dropout rate among "whites" (Hispanics were included in this population until 1972) declined 10 percentage points, leveling off at 15%; in 1965 the rate for nonwhites was twice as great. In 1967, blacks were classified separately. The percent of blacks leaving school declined between 1967 and 1976 from 25 to 20 percent but increased again during the next three years to the previous level. Among Hispanics, the trend has been linear and especially disturbing. Thus, the rate for Hispanics has

increased from 30% in 1974 to 40% in 1979.

Are there factors that make Hispanic youngsters particularly vulnerable as far as the dropout problem is concerned? The few studies that shed light on this issue suggest that there are. Thus, in a recent review, Steinberg, Blinde, and Chan (1984) conclude,

> The exaggerated dropout rate of Hispanics cannot be attributed solely to their greater economic disadvantage. Rather, the finding points to the likelihood that non-English language background, and/or some other factor peculiar to Hispanic youngsters, increases the likelihood of dropping out above and beyond the impact due to socioeconomic disadvantage. (p. 118)

While quick to point out that there are no studies that have independently assessed the contributions of socioeconomic status, ethnicity, and language usage to premature school leaving, Steinberg and his colleagues argue that there is enough indirect evidence to suggest that each plays a distinct role:

> Youngsters with two of these three characteristics, we hypothesize (i.e., poor Hispanics, poor language minority youth, and language minority Hispanics), are more likely to leave school earlier than youngsters with only one of these characteristics. And, we suspect that youngsters with all three of these characteristics--poor, Hispanic, language minority youngsters--are the most likely of all to drop out of school. (p. 117)

It might be helpful to mention a few of the studies which support this conclusion.

Brown, Rosen, Hill and Olivas (1980), using census bureau data, found that Hispanics were two to three times more likely than whites to drop out of school even when matched for poverty level. The same phenomenon occurs when language minority status is held constant: The dropout rate is 1.5 to 2 times as great for Hispanic compared to non-Hispanic samples (Steinberg, et al., 1984).

In their review, Steinberg and his colleagues entertain several hypotheses as to why the dropout problem is particularly acute in Hispanic populations. One possibility, which the authors of the present study want to especially focus on, is termed the "institutional discrimination" hypothesis. Laosa

(1977), for one, found that Anglo elementary teachers interacted more negatively with Mexican-American than with Anglo children.

In the same vein, Hernandez (1973) has examined a number of variables that might affect the achievement of Mexican-American students. The weight of the evidence, she argues, indicates that the educational system has "not been responsive to the needs of individuals in general, and of minority groups in particular" (p. 30). This lack of responsiveness on the part of the school contributes to the "educational alienation" of the potential dropout.

Bachman, Green, and Wirtanen (1971), in an important longitudinal study of the causes and effects of dropping out of high school, reach a conclusion similar to that of Hernandez, although they are not quite as willing to blame educational institutions. They argue,

> Dropping out is a symptom which signifies a mismatch between certain individuals and the typical high school environment. In principle, the mismatch could be resolved by (a) changing individuals so that they are better able to fit into the high school environment, (b) changing the high school environment, or (c) changing both. We think there is room for change on both sides. (p. 181)

Certainly the bulk of the literature focusing on non-Hispanic populations supports the contention that dropping out is symptomatic of a number of school-related problems, many of which can be identified, and potentially dealt with, fairly early in a student's career. Thus, in a dropout study involving black males, Stroup and Robins (1972) found that indicators of subsequent dropout, such as interschool mobility and excessive absences, were visible in elementary school. According to Cervantes (1965), academic failure, high rates of absenteeism, and a feeling of "not belonging" are the best dropout predictors, and this pattern may be evident by the third grade (Schreiber, 1967).

As has been indicated, the dropout problem is particularly severe for Hispanics, and yet there is a relative dearth of research studies examining the

problem in this population. The present study seeks to remedy this situation. Briefly, the design of the study is as follows: Officials at six high schools, three in large, urban districts and three in smaller, suburban districts, were contacted and asked to provide names of youngsters of Hispanic origin who had, in the academic year 1981-82, either graduated or left school prematurely. Both the youngsters and their parents were contacted to determine their willingness to participate in an interview study. Interview schedules were aimed at eliciting information relating to factors, such as student and parent attitudes toward school, family socioeconomic status and student language preference, predictive of student dropout versus stayin status. This, plus additional information from school records, will be used to identify variables most strongly associated with student status. On the basis of these findings, some recommendations for intervention aimed at alleviating the problem will be offered.

## Method

### Sample

The dropout and graduate samples were selected in the following way: First, all high schools in the state of Michigan with Hispanic populations in grades 9 through 12 in excess of 25 students were identified. These 76 high schools were then divided according to their overall size into larger, urban or smaller, suburban categories. Three schools from each cluster were targeted for inclusion in the study. Officials at each high school were next contacted and asked to generate a complete list of their 1981-82 Hispanic dropouts and graduates.

Dropouts include only students in membership on the fourth Friday after Labor Day, September 27, 1981, who were removed from the school membership roll

during the full twelve-month period of September 27, 1981 to September 26, 1982, for any reason except: transfers to other schools, student deaths, illness or injury affecting attendance through the close of the school year, or commitment to mental health institutions. Graduates are defined as those students who received an official certificate or diploma of completion of a high school education from a school authorized by the Michigan State Board of Education during the twelve-month period of July 1, 1981 to June 30, 1982. The term "Hispanic" is meant to include anyone of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin.

In four of the schools, where numbers of students in each category were sufficiently large, potential interviewees were randomly identified; the remaining students on the list were designated as alternates. However, because of difficulty contacting students, particularly dropout students, interviewers were forced to draw from complete lists in all six school districts.

A total of 156 students were interviewed; roughly equal percents of dropout and graduate student samples were male--40% for the former; 41% for the latter. Of the 156 students involved in the interview phase of the study, 101 were graduates and 55 were dropouts. According to school record data, most of the dropouts left school after either their ninth-grade (26.4%) or tenth-grade (47.2%) year. However, because dropouts were twice as likely as graduates to have repeated a grade one or more times (according to school records, 10 of the 53 dropouts repeated tenth grade), the samples were roughly equivalent in age.

The sample of parents participating in the study numbered 158, 101 of whom were parents of the high school graduates who were interviewed; the remainder were parents (or guardians) of the students who dropped out. Eighty-eight of the 101 parents in the graduate sample were female, as were 45 out of 57 in the dropout sample.

Procedure

Ten individuals designated by the local school district interviewed students and parents. Most of the interviewing was done face-to-face; a few were done by phone. Interviewers were selected on the basis of two criteria: First, knowledge of the community and, second, fluency in the reading and speaking of Spanish as well as English. This second criterion was important because it was anticipated that some students and parents would prefer the Spanish over the English versions of the interview schedule.

The student interview questionnaire will be described in greater detail in the next section, as will the parent interview questionnaire. Here we will simply list the kinds of information elicited from students, grouped by conceptual category:

Family Background Variables

a. Family national origin
b. Where student was born
c. Who student lived with the last year in school
d. The number of older, and younger, brothers and sisters

Attitudinal Variables

a. Four attitude "scales" were included at the end of the questionnaire--a measure of levels of perceived cognitive and social competence, knowledge about the causes of academic success and failure (Harter & Connell, in press), attitudes toward school, and attitudes toward teachers and other students.
b. Involvement in school and community activities
c. Willingness to ask questions in class
d. How often and with whom student discussed school (i.e., friends, parents, teachers)

e. Interest in reading

"Extenuating Circumstance" Variables

a. Whether or not student held a job while going to school

b. Student's English versus Spanish language preference

c. How student got to school (i.e., whether he/she walked, used public transportation, and so forth)

d. Marital status when dropping out or graduating

The parent questionnaire attempted to elicit information falling into the same general categories. A few examples in each category will be provided for illustrative purposes:

Family Background Variables

a. How long parent(s) resided in the city or town

b. How many times parent(s) moved since coming to the city or town

c. Family's income last year

Attitudinal Variables

a. How much parent(s) participated in school and community-related activities

b. How often school was discussed with son or daughter

c. How son or daughter's ability to do school work is rated

"Other"

a. English versus Spanish language preference when speaking, reading, and writing

b. What type of housing parent(s) live in (i.e., one-family home, apartment)

Extensive school record data were also gathered on students. Included on forms sent to school officials were requests for information of the following sort: Students' latest GPA, the number of failing grades received at the

junior and senior high levels; the number of times students repeated grades K through (if applicable) 12; the number of suspensions, expulsions, and full-day absences; the type of courses the student took (i.e., vocational or college preparatory); Michigan Educational Assessment Program scores in reading and mathematics; and, finally, any standardized test scores for grades 7 through 12.

It is obvious from what has been outlined above that there is an enormous amount of data; in the next section each data source will be dealt with separately. In the final section, we will attempt to synthesize results across these different aspects of the study.

## Results

This section is organized in the following way: First, responses to the Hispanic student questionnaire will be presented, followed by responses to the parent questionnaire. Not all items will be touched on; rather, attention will be devoted to those probes yielding significant differences between the dropout and graduate samples. A discussion of school-record data will follow with, again, the focus on those factors which most appear to distinguish between the stayin and dropout samples. The fourth part of this section presents results of a path analysis in which an attempt is made to identify the key questionnaire and school data variables most directly linked to student status and to clarify interrelationships among these variables.

### Student Questionnaire Data

The first nine items on the student interview questionnaire were identical for both dropouts and graduates. Depending on results to item 10, in which subjects were asked to indicate whether or not they had graduated from high school, the interviewer either continued on to the next three items or skipped to items 14 and 15. The remaining 34 items were identical for the two subject

groups (the last 21 of these tapped important student attitude variables such as perceived competence in the cognitive and social domains).

Probe number 12, then, was directed only at the dropout sample. This item asked subjects to indicate why they dropped out of school. A number of specific prompts ("Did you have trouble with English?") were used to probe for information. We will begin with the dropout subjects' responses to this question, followed by responses of the graduates to a comparable item (No. 14), which asked them to name factors which helped them successfully complete school. Results for item 12 are presented in Table 1. (According to the questionnaire instructions, interviewers were to check prompt categories if they applied. The actual frequency of usage of each category is reported in Table 1.) As Table 1 reveals, the most frequently agreed

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Insert Table 1 Here

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upon reasons for leaving school prematurely were (1) having problems with school discipline; (2) not believing that a diploma is important for getting a job; (3) getting married; (4) feeling that classes were boring or irrelevant; (5) not feeling part of school; and (6) missing too much school. Interestingly, only 8 subjects were willing to attribute their dropping out to the difficulty of the schoolwork, and only 7 to problems with English. The "other" category, "absenteeism, or trouble in school or with teachers" was cited as a main reason for leaving school by 9 out of the 54 dropouts. To briefly summarize, then, dropouts appear to prefer "psychological" over more objective explanations (i.e., need to work full-time) when asked to cite reasons for leaving school.

An examination of reponses of the Hispanic graduate sample to question 14 (see Table 1) reveals a very different set of attitudes toward school. Over seventy percent of the respondents indicated that they liked school, felt it was important to get a high school diploma, and received encouragement in their educational pursuits from parents. Sixty-nine of the 102 graduates agree that teachers were helpful (compared with 44 who found counselors helpful). A third of the total sample attributed their successful completion of high school to involvement in school clubs and activities. Finally, 16 respondents attributed their success in graduating to "motivational" factors.

Turning to the common set of probes, dropouts and graduates responded differently on a number of items. The items on which there is a clear divergence of views make sense in light of the differing perceptions of school that emerged from items 12 and 14 discussed above. Thus, graduates and dropouts responded differently to a probe which asked "Last year, who were you most comfortable talking to on the school staff?" Responses to this item are summarized in Table 2.

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Insert Table 2 About Here

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As this table shows, the significant chi square for this item, $X^2(8) = 20.80$, can be attributed to frequency differences in two categories: 43% of the graduates felt most comfortable talking with a classroom teacher compared with only 18% of the dropout sample (dropouts, however, were slightly more inclined to talk to counselors). In a second point of divergence, more than a quarter of the dropout sample opted for the "none of these" category compared with only 9% of the graduates. This suggests a certain amount of alienation on the part of the dropout; a notion which is reinforced when one compares the

responses made by stayins and dropouts to another probe (item 17): "If you didn't understand a lesson in class, did you (a) ask questions, (b) ignore it, (c) ask your friends, (d) ask your teacher later?" Table 2 shows how youngsters in the two samples responded to this item. Graduates, compared with dropouts, indicated that if they did not understand a lesson they would be more inclined to ask questions, $X^2(3) = 17.90$, $p < .01$, much less inclined to ignore their lack of comprehension, $X^2(1) = 11.65$, $p < .01$, and almost twice as likely to follow up on it later, $X^2(7) = 14.20$, $p < .05$. Graduates thus appear to take a more active approach to learning, while dropouts prefer a more passive, "laid-back" approach.

A lack of emotional involvement in school on the part of the dropout may account for why dropouts reported less frequent interactions with friends about school than did graduates, $X^2(4) = 13.14$, $p < .01$. Thus, as shown in Table 2, slightly less than a third of the dropouts indicated that they discussed school with their friends on a daily basis; an identical percent admitted to talking about school with a friend a few times a month or less. Graduates, on the other hand, were much more inclined to talk about school with their friends—and, judging from their responses to another question, their parent(s) as well. Turning to this other question, nearly 80% of the graduate sample indicated they discussed school with a parent or guardian "a few times a week" or more compared with only half the dropouts. More to the point, a quarter of the dropout sample reported that they never discussed school with a parent or guardian; a very small percent of the graduates admitted to such a breakdown in communications. The relationship between frequency of school-related, parental interaction and status was highly significant, $X^2(4) = 27.89$, $p < .0001$. Subjects, in a related question, were asked, "Last year, who were you most comfortable talking to outside of the school?" As Table 2 reveals, differences

between the two groups in response to this question follow a predictable pattern: The dropout was more inclined to say "no one," less inclined to include the parent (i.e., mother) in a confidant category.

Thus, a pattern begins to emerge. Responses to several questions already discussed suggest that, while the dropout is fully aware of the difficulties he or she is having in school--there is no one "in authority" (i.e., a parent or teacher) who appears to really care. Without such a system of support which might allow youngsters to deal with an adverse situation in school, it is not surprising that so many choose to withdraw from the situation.

Two other items on the student questionnaire distinguish between stayins and dropouts (see Table 2). Somewhat surprisingly, a much higher percentage of graduates than dropouts reported having a job their last year in school. The association between status and job was significant at the .03 level, $X^2(2) = 7.38$. The second item that distinguished between the two samples was one that simply asked subjects how they usually got to school. Dropouts indicated they walked to school more frequently than graduates; graduates, on the other hand, more often drove their own cars to school (perhaps because they more often had jobs which enabled them to buy cars).

Before comparing responses to the parent questionnaire, it might be useful to briefly mention some student questionnaire factors that did <u>not</u> differentiate between dropouts and stayins: Surprisingly, questions relating to the degree of subjects' involvement in school-sponsored or community activities revealed essentially no differences between samples in this regard; nor did probes relating to variables such as language preference and the amount of "extra" reading engaged in by subjects.

Parent Questionnaire Data

The interview schedule used with parents resembled that used with students in that the majority of items were addressed to both dropout and graduate samples. However, the parents of the dropouts were also asked specifically why they thought their sons or daughters had left school. Their responses fairly well mirror those of their children. Thus, the most frequently cited reason (agreed to by 22% of the "dropout parents") was "He/she just doesn't like school." Other type responses used with some frequency by parents of dropouts include: "Had problems with school discipline," mentioned by 16% of the sample (30% if one includes open-ended responses indicating that the youngster "had problems with teachers"); "Missed too much school" was mentioned by 21%. In contrast, parents of the graduates endorsed statements such as "I gave encouragement" (79 out of 100), "He/she liked school" (70), and "He/she knows the diploma is important to get a job" (70) as important factors which helped their children successfully complete school.

Turning to a discussion of those items which elicited significantly different responses from stayin and dropout parents, the first two should come as no surprise based on what is already known about the causes of premature school leaving. Breakdowns for item 3 and item 6 are presented in Table 3.

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Insert Table 3 About Here

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They first asked parents when they had first started living in the city where they now reside. As Table 3 shows, a slightly higher percent (11) of the parent-graduate sample indicated that they have been living there for 20 years or longer; differences in this one category apparently were large enough to produce a significant chi square, $X^2(4) = 10.6$, $p < .03$. Item 6 asked parents

how frequently their son or daughter changed schools in the last two years. Again, the dropout population was somewhat more mobile: 16% of this group changed schools 2 or 3 times during this time period compared with only 4% of the graduates.

Items that were supposed to assess the socioeconomic status of the parent samples also revealed differences on one dimension: The employment situation of the head of the household. In nearly two-thirds of the cases, graduate sample heads of household reported being fully employed (usually as laborers), compared with less than half of those in the dropout sample (see Table 3), $X^2(8) = 18.86$, $p < .02$. This was the only probe relating to SES level that yielded significant sample differences.

One other relatively "objective" item distinguished between parents of dropouts and stayins in a marginally significant way ($p<.06$). This was a question that asked subjects to indicate whether they felt most comfortable (a)reading, (b) speaking, and (c) writing in Spanish or English. Parents of dropout students reported feeling somewhat more comfortable when reading and writing--but not necessarily speaking--Spanish. Actually, the real basis for the difference lies in the fact that a greater percent of the dropout parent sample opted for the choice "both English and Spanish," as opposed to just English.

The remaining differences in response associated with status lie more in what could be called the "attitudinal" domain. Thus, on the last six items of the questionnaire, parents were asked to indicate whether they agreed or disagreed with certain ideas being expressed. The first statement, for example, reads, "I have been less involved in school activities than most parents." Parents of dropouts and stayins expressed significantly different views on three of the six items: First, a much larger percentage of dropout

than graduate parents (23% versus 1%) disagreed with the statement "My son/daughter and I communicated well most of the time." This is not the first allusion to a breakdown in communications between the dropout and his or her parent. As was pointed out in the discussion of student interview responses, a high percent of the dropouts indicated that they never discussed school with parents or guardians. The status, agree/disagree association for the "communication" item, then, was highly significant, $X^2(1) = 18.86$, $p < .0001$.

Other points of disagreement between the two sets of parents relate to the kind of relations parents perceived they had with school personnel and how fairly they thought their son or daughter was treated at school. Thus, one in five (21%) of the dropout parents felt that they did not get along well with people at their son or daughter's school (compared with only 7% of the stayin parents), $X^2(1) = 5.39$, $p < .02$. A higher percent (42% versus 22%) of the dropout parents also agreed with the statement, "My son/daughter was not fairly treated by school officials," $X^2(1) = 5.52$, $p < .02$. Judging from these two items, parents of high school dropouts should accept some responsibility for the feelings of alienation toward school expressed by their children inasmuch as their own views as parents reflect those of the children.

The school record data is a third piece of the puzzle, and it is to this that we now turn our attention.

School record data. As Table 4 reveals, there are very few

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Insert Table 4 About Here

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types of information obtained from school records that do not highly discriminate between dropout and stayin students. Starting with the item "student's latest GPA," one can discern the extent of the dropout youngster's

plight: Thus, 71% of those who prematurely left school had grade point averages of 1.5 or below at the time they withdrew. Only 3% of the graduate sample were doing that poorly their last semester before graduating. Looking at the number of failing grades received by students in the two samples, either at the junior or senior high levels, reveals a similar disparity. As Table 4 shows, 22 out of the 55 dropouts received two or more failing grades in junior high school courses, compared with only 11 of the 101 graduates. At the senior high level, nearly identical numbers of dropouts and stayins were unsuccessful in coursework despite the fact that the graduate sample is twice as large as—and had twice as many opportunities to fail as—the dropout sample (because they spent more time in senior high school).

Dropouts are much more likely than graduates to have repeated grades throughout their educational careers. In fact, the following data relating to this issue can be garnered from the information supplied by schools: The subjects in the dropout sample repeated grades a total of 55 times, an average of one per individual (of course, several youngsters actually repeated more than one grade). The sample of 101 graduates faired much better; as a group, they were forced to repeat a total of 25 grades, or slightly less than one grade for every four subjects.

Table 4 shows the number of times in the past year that students were absent. School absenteeism was much more prevalent in dropouts than graduates. Of course, the fact that a third of the dropouts missed more than 40 full days during their last year in school may be less a cause of the problem and more just the problem itself (i.e., when one drops out, one drops out). Also, 14 dropouts (25% of the total group) were expelled from high school at least once, whereas only 3 graduates (3% of their group) were, due mainly to truancy.

From the information supplied by schools, two other facts about the

dropout student are evident: First, most of the dropouts (87%) were enrolled in a general education program (compared with 35% of the graduates). Graduates appeared to take greater advantage of vocational, business, and college preparatory curricula than dropouts; second, a slightly higher percent of the dropout sample of students were enrolled in the bilingual education program (56% versus 44% of the graduates). The greater proportion of Hispanic dropouts eligible for bilingual education in Michigan, compared to graduates, is consistent with previous findings (Steinberg et al., 1984; Brown et al., 1980) and indicates a higher incidence of limited-English proficiency among dropouts and their families. Although 44% of the graduates were reported to have been in bilingual education at some point in their schooling, it is impossible to measure the degree to which bilingual education contributed to their success—this study did not ascertain at what level or for how long students were enrolled in bilingual instruction. The mere fact that such a high proportion of graduates received some type of bilingual education services may, however, be indicative of the effectiveness of some bilingual programs. None of the other special programs (i.e., Migrant Education, Chapter I) were widely used by students in either group.

The final bit of information collected on students relates to their academic achievement. This information turned out not to be very useful because of the enormous diversity in types of standardized tests employed across schools and even across grades within schools. One basis for comparison across samples and grades, however, is provided by the Michigan Educational Assessment Program reading and mathematics tests. These are administered to fourth, seventh, and tenth graders throughout the state.

Comparing the dropout and stayin students' performance on these tests reveals an interesting result: At the fourth grade level, the two samples do

not differ in reading and mathematics. By seventh grade, differences begin to be detected in the distribution of mathematics scores but not of reading scores. Finally, at the tenth grade level, there is a significant chi square relationship between student status and score distributions on both the reading, $X^2(3) = 10.41$, $p < .02$, and mathematics, $X^2(4) = 13.30$, $p < .01$, parts of the MEAP. In both cases, more graduates than dropouts are at the high ends of the distribution.

Based on results from this section, there is good reason for Hispanic dropout students to feel alienated from school. Given the much higher rate of failure throughout their educational careers, it is not an exaggeration to say that the school has failed them rather than the converse.

Determinants of dropping out: A causal analysis. In this last section, there is an attempt to go beyond a simple identification of status-related differences in various attitudinal and school performance variables. Here, the attempt is to more precisely examine relationships between key variables which emerged in the earlier analyses. Path analytic techniques, which rely on structural equation procedures, have been employed for this purpose. In path analysis, the researcher draws on previous theory and research to formulate a model specifying the causal ordering of variables. This original model, which usually is recursive (i.e., not allowing for reciprocal causation in the form of feedback loops), is written as a set of structural equations, the parameters of which are estimated in assessing the adequacy of the model. Based on results of the assessment procedure, one or more modifications may be made in the original model until a "best-fitting" model is achieved.

Any model represents a set of assumptions. The following assumptions guided the present effort: First, it was assumed that poor performance in school, although highly correlated with youngsters' dropout versus stayin

status, does not itself constitute the crucial, first link in the chain of events leading to the eventual decision to leave school. Drawing on the work of Harter and her colleagues (1981; in press), poor school performance was viewed as symptomatic of more general, attitudinal-motivational problems.

Specifically, in the original model formulated in the study, major emphasis was placed on the following two variables, one primarily cognitive-attributional and one more attitudinal in nature: First, knowledge of what produces success and failure in the cognitive domain and, second, acceptance (or lack of acceptance) by teachers and peers. The first set of ideas or attitudes was measured using a scale borrowed from Connell's locus of control instrument, which he calls the Multidimensional Measure of Children's Perceptions of Control (1980). This scale, termed the Unknown Control Scale, includes items like the following: "When I got a good grade in school, I usually didn't understand why I did so well." A second scale developed for use in the present study had subjects respond "true" and "false" to items such as "In school, my teachers helped me whenever possible" and "Most non-Hispanic students in school did not accept me." These items tap, in a straightforward manner, the extent to which the dropout or graduate felt liked or accepted by teachers and peers.

Two other, primarily attitudinal variables figured prominently in the original model. The first requires some explanation. During the interview, students were asked the following question: "If you didn't understand a lesson in class, did you: (a) ask questions? (b) ignore it? (c) ask your friends? (d) ask the teacher later?" In order to derive a score that reflected the extent to which the interviewee responded to a lack of understanding in class in an active versus passive way, the following was done. First, the third option (c) was dropped; second, responses to "a" and "d" were reversed, with "yes" scored as a "2", "no" as a "1;" third, scores for "a," "b," and "d" were

summed, yielding a variable whose values ranged from three to six.

Two other important variables were derived from the student questionnaire data. One, measuring perceived cognitive competence, was like the two presented earlier, embedded in the series of items included at the end of the questionnaire. This scale, also developed by Harter (1982) includes the following kind of item presented in a "structured alternative format:" "Some people feel that they are very good at their school work but other people worry about whether they can do the school work assigned to them." Subjects were asked to pick out the statement in each pair "which best describes you when you were in school." The other key variable was derived from the main part of the questionnaire. Subjects were asked "When you were in school, last year, how often did you discuss school with a parent or guardian?" The options that were presented (every day, a few times a week, a few times a month, a few times a year, never) were simply scored 1 to 5. Therefore, a high score on this variable indicates a lower level of (perceived) parental involvement.

In addition to the five variables described above, two from the school-record data set were thought to exert a strong effect on students' decisions to stay in or drop out of school. Both variables relate to academic performance: the number of failing grades received by the student at the junior high school level and the latest GPA recorded for the student.

All seven variables, plus a simple dropout/stayin status variable (which constituted the dependent variable of interest), were included in the original path model. The causal ordering of the variables followed, pretty straightforwardly, from Harter and Connell's (in press) path-analytic research. Thus, one assumption was that perceptions of cognitive competence--essentially a self-esteem variable--are influenced by achievement level instead of the converse. That is, students who perform better academically perceive

themselves as more competent in that domain. It was thought that the academic performance variables (i.e., JHS failing grades and latest GPA) would be most directly related to student status; more fundamental ability and attitudinal/motivational factors, however, were thought to underlie differences in academic performance. Although ability was not assessed in the present study, the key attitudinal/motivation variables described above were.

One of these, the extent to which students respond actively or passively when they fail to understand, was actually thought to be a mediator between more general, achievement-related attitudes (such as those underlying responses on the "control scale" described earlier) and one's actual performance in school. The remaining three variables, "relations with students and teachers," "knowledge of cognitive outcomes," and "parental interest or involvement in the child's schooling," were considered to be causally antecedent to the others.

The causal model just outlined was tested and did not fare too badly. The major difference between the original model and the "trimmed" model presented in Figure 1 is the elimination of the cognitive knowledge variable. This was done for two reasons: First, judging from path coefficients, the causal connections between this variable and other

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Insert Figure 1 About Here

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variables in the model were weak; second, the variable did not work as expected.

To elaborate on the second point, very little variance was obtained on the knowledge of <u>success</u> items. Less than 20% of both the dropouts and the stayins claimed <u>not</u> to know why they succeeded academically. On the other hand, 85% of the stayins claimed they did not understand what made one fail academically,

compared with only 47% of the dropouts. This finding for negative outcomes runs counter to what was expected. Apparently, dropouts are pretty sure they know why they have failed. Perhaps they attribute it to teacher bias; if so, however, this knowledge would not be terribly useful in helping them avoid future failure inasmuch as teacher bias is a very difficult factor to overcome.

The model presented in Figure 1 makes good sense conceptually. Being accepted by teachers and peers enhances self-esteem (i.e., perceived cognitive competence). Another thing that contributes to perceptions of competence in the academic domain is being more actively involved in the learning process. Surprisingly, however, one's approach to learning is not causally linked to the two school performance variables.

Perceived parental involvement in the youngster's schooling (i.e., how often, according to the subject, school was discussed with the parent or guardian) turned out to be a key factor. This variable was causally linked with both process and outcome variables. Thus, it apparently has a direct effect on the student's learning orientation and, through this variable, an indirect effect on the student's perceived cognitive competence. It also has a direct, negative effect on junior high school failure. Working through this and the GPA variable, the parental involvement factor exerts an indirect effect on status. Finally, as Figure 1 shows, the parental variable is directly related to students' dropout versus stayin status. Thus, for these reasons, parental involvement is a variable of considerable causal importance.

It should be pointed out that the parent involvement variable reflects not only differences in school-related attitudes but, more importantly, certain SES differences—such as parent educational level—that distinguish between the two sets of parents. Thus, Laosa's research (1982) has demonstrated the linkage between parental schooling and the nature of the parent-child relationship,

especially as the latter impacts on children's scholastic performance. In this study, two key background variables--the head of household's employment situation and level of education--were thought to exert a direct causal effect on parents' attitudes toward school and, working through this variable, an indirect effect on parental involvement in children's schooling. Although the path coefficients obtained were not particularly large in magnitude, they did support the hypothesis that parental involvement, while playing a causal role in terms of student academic performance, is itself caused by more fundamental social class differences, especially those relating to level of schooling. Thus, a statistically significant path coefficient of .14 was obtained for the link between educational level and parents' attitudes toward school. Responses to items like "I generally had good relations with the people at the school that my son/daughter went to" were used to assess school attitudes. The employment variable, however, exerted less of an impact (.07) on parent attitudes. Finally, as expected, parents' attitudes toward school had a direct causal effect on parent involvement in youngsters' schooling. This path coefficient, however, was also rather modest in size (.13).

The overall picture one derives from the path analysis fits well with results of the item-by-item chi square analysis. Thus, school failure is the proximate cause of the dropout's leaving school, and this failure is evident early in the youngster's school career. By the time the potential dropout reaches senior high school, a sense of alienation is clearly evident. At this level, the youngster's self-esteem, especially as it relates to academics, is battered by teacher and peer lack of acceptance. This rejection probably leads to feelings of alienation and a general sense of futility, which, almost certainly, is the root cause of the more passive approach to learning adopted by many of the potential dropouts in this study.

The key factor, then, in determining whether or not the Hispanic student is going to stay in school is the presence or absence of a support system--especially a support system centered in the home. If the parent or guardian expresses a genuine interest in the youngster's school experience, this mitigates, to a large extent, the feelings of rejection and futility described above. Thus, any intervention effort which attempts to address the Hispanic dropout problem will have to come to terms with the parental support problem. Further compounding this problem--and this was revealed when responses to the parent questionnaire were analyzed--is the fact that the parents of dropouts apparently share their teenager's sense of alienation towards school. Nevertheless, results of this study suggest that it would be wise to invest the resources necessary to build a home and school support system for the potential dropout; even a ten percent reduction in dropout rate among Hispanics would yield a handsome return on the investment.

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Table 1

Frequency Data for Reasons Given for Why High School Students Dropped Out or Graduated from School

| Main Reasons for Dropping Out | Frequency |
|---|---|
| School work too hard | 8 |
| Left to work full time | 3 |
| Left to get married | 12 |
| Had trouble with English | 3 |
| School discipline problem | 14 |
| Parents took out | 0 |
| Missed too much school | 4 |
| Pressure from friends | 2 |
| Did not feel part of school | 4 |
| Classes boring | 6 |
| To have a baby | 7 |
| Disliked school | 5 |
| Did not feel diploma was important | 13 |
| Do not know why | 1 |

Table 1 Continued

| Main Reasons for Graduating | Frequency |
|---|---|
| Encouraged by parents | 74 |
| Teachers were helpful | 64 |
| School counselor was helpful | 44 |
| Siblings and friends encouraged | 37 |
| Liked school | 72 |
| Wanted to go to college | 64 |
| Felt diploma was important | 71 |
| Was involved in sports | 13 |
| Was involved with clubs | 15 |

Table 2

Differences in Responses Between

Graduates and Dropouts

Who Was Student Most Comfortable Talking With in School

| Responses | Percent | |
|---|---|---|
| | Dropout | Graduate |
| Resource teacher | 4% | 6% |
| Teacher | 18% | 43% |
| Counselor | 35% | 26% |
| Principal | 0% | 1% |
| Teacher aide | 10% | 2% |
| Specific teacher | 2% | 2% |
| Other | 2% | 4% |
| None of these | 27% | 9% |

How Often Was School Discussed With Friends

| Responses | Percent | |
|---|---|---|
| | Dropout | Graduate |
| Everyday | 33% | 55% |
| A few times a week | 35% | 28% |
| A few times a month | 14% | 12% |
| A few times a year | 6% | 0% |
| Never | 12% | 5% |

Table 2 Continued

How Often Was School Discussed With a Parent

| Responses | Percent | |
|---|---|---|
| | Dropout | Graduate |
| Everyday | 22% | 35% |
| A few times a week | 33% | 43% |
| A few times a month | 8% | 17% |
| A few times a year | 12% | 1% |
| Never | 25% | 4% |

Who Was Student Most Comfortable Talking With Outside of School

| Responses | Percent | |
|---|---|---|
| | Dropout | Graduate |
| Friend | 43% | 41% |
| Girl/boyfriend | 10% | 9% |
| Brother | 0% | 2% |
| Sister | 8% | 9% |
| Mother | 8% | 18% |
| Father | 0% | 3% |
| Step-father | 2% | 0% |
| Other relative | 0% | 1% |
| Other | 0% | 1% |
| None of these | 12% | 0% |
| Mixed | 16% | 17% |

Table 2 Continued

Did Student Have a Job While Going To School

| Responses | Percent Dropout | Graduate |
|---|---|---|
| Yes | 19% | 40% |
| No | 81% | 59% |

How Did Student Get to School

| Responses | Percent Dropout | Graduate |
|---|---|---|
| Walked to school | 45% | 25% |
| Used school bus | 33% | 30% |
| Public transportation | 4% | 4% |
| Drove own car | 6% | 24% |
| Rode with friends | 8% | 4% |
| Rode with parent | 2% | 7% |
| Drove a relative's car | 0% | 1% |
| Other | 2% | 6% |

Table 3

Differences in Responses Given By

Parents of Dropouts and Graduates

When Parents First Started Living in the City

| Responses | Percent | |
|---|---|---|
| | Dropout | Graduate |
| Less than five years | 2% | 4% |
| Five to ten years | 16% | 14% |
| Eleven to twenty years | 30% | 30% |
| More than twenty years | 40% | 51% |
| Other | 12% | 1% |

Times Student Changed School in Last Two Years

| Responses | Percent | |
|---|---|---|
| | Dropout | Graduate |
| Zero to one time | 84% | 94% |
| Two to three times | 14% | 4% |
| Four to five times | 2% | 0% |
| Other response | 0% | 2% |

Table 3 Continued

| Employment Situation of Head of Household | | |
|---|---|---|
| | Percent | |
| Responses | Dropout | Graduate |
| Working full-time | 46% | 66% |
| Working part-time | 9% | 6% |
| Full-time homemaker | 21% | 7% |
| Unemployed, seeking work | 2% | 8% |
| Unemployed, not seeking work | 7% | 4% |
| Disabled | 4% | 2% |
| Laid off | 4% | 1% |
| Receives welfare | 7% | 2% |
| Other responses | 2% | 6% |

Table 4

Differences in School Record Data of

Dropouts and Graduates

| Student's Grade Point Average (G.P.A.) | | |
|---|---|---|
| | Percent | |
| Responses | Dropout | Graduate |
| 0.00 to 0.49 | 25% | 0% |
| 0.50 to 0.99 | 15% | 1% |
| 1.00 to 1.49 | 31% | 2% |
| 1.50 to 1.99 | 21% | 29% |
| 2.00 to 2.49 | 8% | 34% |
| 2.50 to 2.99 | 0% | 16% |
| 3.00 to 3.49 | 0% | 14% |
| 3.50 to 4.00 | 0% | 3% |

| Number of Failing Grades at the Junior High Level | | |
|---|---|---|
| | Percent | |
| Responses | Dropout | Graduate |
| Zero to one | 34% | 82% |
| Two to four | 17% | 9% |
| Five to ten | 13% | 4% |
| Eleven to fifteen | 11% | 0% |
| Sixteen to twenty | 4% | 0% |

Table 4 Continued

| | | |
|---|---|---|
| More than twenty | 2% | 0% |
| Other response | 19% | 5% |

Number of Failing Grades at the Senior High Level

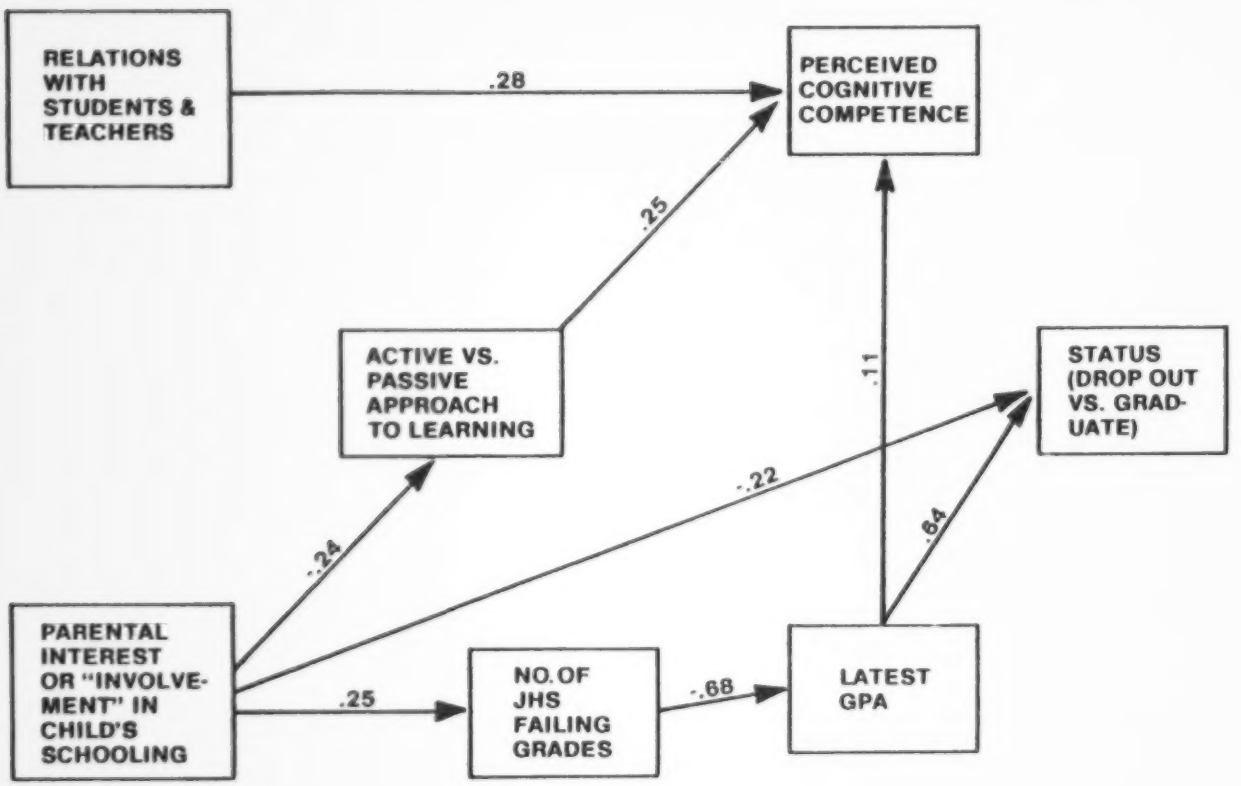
| Responses | Percent Dropout | Graduate |
|---|---|---|
| Zero to one | 8% | 47% |
| Two to four | 21% | 34% |
| Five to ten | 42% | 16% |
| Eleven to fifteen | 19% | 3% |
| Sixteen to twenty | 4% | 0% |
| More than twenty | 4% | 0% |
| Other responses | 2% | 0% |

Student's Absenteeism

| Responses (in Days) | Percent Dropout | Graduate |
|---|---|---|
| Zero to ten | 4% | 55% |
| Eleven to twenty | 13% | 27% |
| Twenty-one to thirty | 19% | 11% |
| Thirty-one to forty | 11% | 6% |
| More than forty | 26% | 0% |
| Over attendance policy | 4% | 0% |
| Not on student's record | 23% | 1% |

Figure Caption

Figure 1. A causal model relating student attitudes and perceptions to school performance and to dropout versus stayin student status. (Path coefficients are placed by their respective paths.)



## Procedure

As a part of a comprehensive study on Hispanic dropouts in Michigan, the State Board of Education, on March 1, 1983, received a plan to study Hispanic student performance in the Michigan Educational Assessment Program (MEAP) tests. The goals of that plan were:

A. To document how Hispanic students perform in the MEAP tests in grades 4, 7, and 10, relative to all students and other racial/ethnic groups;

B. To analyze patterns and configurations of Hispanic student performance with respect to racial/ethnic composition of the school building and LEA, size of school building and LEA enrollment, and statewide average student performance; and

C. To determine the need for further investigation of Hispanic student performance in the MEAP tests.

The Office of Hispanic Education was assigned to coordinate this pilot study in cooperation with the MEAP Unit. To secure expert feedback and input in the development of procedures and the implementation of the project, the Superintendent appointed a Study Group on Hispanic Concerns; this group included representatives of school districts participating in the study, community-based organizations, higher education institutions, labor and professional associations, parents and students, and citizens at large.

The six school districts included in the study were: Adrian, Buena Vista, Detroit, Grand Rapids, Lansing, and West Ottawa. The data collected from these school districts were produced according to the "Directions for Racial/Ethnic Coding MEAP Study" (See Appendix 3).

The six school districts in the study were selected based on a stratified random sample of six high schools enrolling 25 or more Hispanics in grades 9-12. This random cluster was drawn from a sampling frame of 76 high school buildings. The list of 76 buildings was divided into two subsets: (1) those

located in large, urban school districts, and (2) those found in suburban/semirural, smaller school districts. From each subset of high school buildings, three were selected randomly.

The schools so selected were Adrian, Buena Vista, Eastern (Lansing), Union (Grand Rapids), Western (Detroit), and West Ottawa. Thus, the selection of high school buildings automatically dictated what school districts to include in the study. Each of the six school districts was invited to participate in the project and to identify feeder middle/junior high and elementary schools for the MEAP pilot study.

In each school, the racial/ethnic code for each student participating in the MEAP fourth, seventh, or tenth grade testing program was placed on their answer sheet. The five codes used (American Indian, Black, Asian American, Hispanic, and White) are the official racial/ethnic codes adopted by the federal government for racial/ethnic reporting purposes on the Fourth Friday Report. The codes, with their definitions, were used as contained on the Fourth Friday Report to avoid unduly confusing the coding process.

Coding was to take place, following the assessment of students, by someone at the school building level. The building principal, or her/his designee, was asked to fill in the appropriate code for each student tested. Students not coded, double coded, or coded with a code outside the valid range (1 through 5), are combined together in an "inaccurate records" category labeled "xx."

For all students in the pilot study, a special school summary-type report was provided for each racial/ethnic group. This report contains both the percentage of students mastering each objective tested, as well as what percentage of students achieve minimum levels of satisfactory performance on each test. (Total results for each school obviously are contained in the regular MEAP School Summary Reports.) For all six districts, an overall

summary report for each racial/ethnic group was also prepared (Attachment 1).

## Interpretation of Results

Because over 90% of the Hispanic students in grades 9-12 throughout the state attend the schools in the sampling frame, the sample drawn from such schools is considered to be fairly representative of Michigan's Hispanic student population in grades 9-12. And, assuming a regular flow of students from elementary and middle/junior high schools to senior high schools, the students in grades 4 and 7 shall also provide a very close approximation if not an accurate representation of Hispanic student performance in the MEAP tests. The same claim, however, cannot be made of the other racial/ethnic groups included in the MEAP pilot study, for they were not randomly selected.

Therefore, comparisons across the various racial/ethnic groups can only be valid for the schools selected within each school district. However, Hispanic student performance from the combined scores of the six school districts may be valid, particularly for 10th graders, and therefore worth comparing with the overall state student performance in the MEAP tests.

Given the above facts, caution should be exercised in the interpretation of results. First, in the case of Detroit, Grand Rapids, and Lansing, they cannot be used to generalize the entire school district since only a subset of schools was designated.

Second, care should be observed in interpreting the results due to the level of errors in coding, particularly at grade 4, and because the percentage of students participating in MEAP, grade 10, is not at a satisfactory level in high schools. This is especially true in high schools in large urban areas. Anecdotal evidence indicates the students not tested tend to be those with lower levels of achievement whose attendance have been marginal.

A third caution to keep in mind is that when percentages are based on small groups of students (by our definition, 25 or fewer students), the numbers may not be very stable (that is, another one or two students might dramatically change the results), so that comparisons should not be made strictly on percentages. Particularly in the cases of small schools or districts, the subdivision of the students into five subgroups may mean that data for most, if not all, of the subgroups cannot be compared.

Fourth, caution should be used in comparing levels of performance on the mathematics or reading test at one grade level, or on the mathematics test between grade levels. Each test stands on its own and was not designed for comparison between subject area or across grade levels. While this is possible with a norm-referenced test, this cannot be done with criterion-referenced tests--such as the MEAP tests.

Finally, the differences in the types of students across districts must be kept in mind when interpreting the results. Because of these differences, it may be inappropriate to compare sheer student performance in the MEAP tests without controlling for extraneous variables which may have a significant effect on student performance, e.g., quality and quantity of resources available to schools, family background, numbers of students within each racial/ethnic group at different schools.

Hence, while it may be possible to infer some patterns of Hispanic student performance within and across districts included in the study, the question to be answered herein is whether Hispanic students in Michigan perform differently from the average student performance in the MEAP tests. This question is addressed adequately and appropriately by the study. A corollary question of this study should be, "What are we going to do to help Hispanic and other students to achieve competence in the basic skills?"

## Results of the Study

The most representative and valid data across participating school districts are those at the 10th grade level. Therefore, Figures 1 and 2 both illustrate how Hispanics compare to all students (including Hispanics) at each of the six high schools selected for the study in terms of the proportion who achieved minimum acceptable performance levels in reading and mathematics.

---

Insert Figure 1 About Here

---

In every school, except Buena Vista, the proportion of Hispanics who achieved minimum acceptable performance levels in reading was significantly lower than for "all students." However, Hispanics at West Ottawa out-performed their counterparts in all other schools, Buena Vista included. The average acceptable reading performance ranged from a low 48% at Union to a high of 79% at West Ottawa. Union showed the greatest discrepancy between Hispanics and "all students": 48% and 73%, respectively, attained minimally acceptable performance levels.

It is important to note that the three schools with the highest levels of Hispanic student performance (Adrian, Buena Vista, and West Ottawa), enroll the smallest number of students and are all located in the subset of smaller school districts in the study. Eastern, Union, and Western, all located in large urban districts, enroll the largest number and proportion of Hispanics. In the 1984 school year for instance, the latter subset reported a combined Hispanic enrollment of 896 students in grades 9-12 or 19% of their total enrollments, while the former subset enrolled only 353 Hispanics in the same grade cohort or 9% their combined total student population. Another significant observation is that in Buena Vista High School, Hispanics comprised only 8% of the student

body, but blacks represent 75%--84% of the student body is minority. Likewise, at Western, 71% of the total enrollment is minority, but Hispanics comprise 27% of the total student population. Thus, it seems that at schools where Hispanics come closer to the average student reading performance or surpass it, their standing is aided by the performance levels of high numbers of blacks and other minority students.

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Insert Figure 2 About Here

---

Math scores are significantly lower than reading scores for both "all students" and Hispanics. Acceptable reading performance of "all students" and Hispanics in the six schools was attained by a combined average of 73 and 63%, respectively. In math, however, their corresponding performance was 60 and 45%. Therefore, while the gap in reading between Hispanics and "all students" is 10 percentage points, in math it is 15. Moreover, even in high-minority-concentration schools, such as Buena Vista and Western, Hispanics perform significantly lower than "all students" in math.

The performance disparities found in the 10th grade between Hispanics and "all students" are consistent with those occurring at the 4th and 7th grade level across the six school districts included in the study. Table 1 documents a pattern of deterioration in the percentage of Hispanics who attain acceptable levels on the math, but an improvement in the reading tests. However, the gap in reading between Hispanics and "all students" remains, on the average, very significant, with the exception of Buena Vista. A possible explanation for the improvement in the reading tests within the Hispanic category is that their English proficiency is generally lower at the lower grade levels and a large number of underachievers drop out of school before the tests are administered in 10th grade.

Insert Table 1 About Here

Statewide, the comparison of Hispanic student performance, as measured by the sample, with the average of all the students in Michigan's schools, is not much different from the pattern across and within school districts participating in the study. However, the gap is much wider in reading statewide. Figures 3 and 4 illustrate this conclusion.

Insert Figure 3 About Here

Across participating school districts, reading performance levels of Hispanics and "all students" showed a 10 percentage point deficit for the former at the 10th grade level. Statewide, the deficit for Hispanics, when compared to "all students," is 19 percentage points. The combined 4th, 7th, and 10th grade results yield an average gap of 23 percentage points: 79% of the students, statewide, attained acceptable performance in reading while only 56% of Hispanics did.

Insert Figure 4 About Here

Math, as in reading at the 10th grade level, shows an even greater deficit for Hispanics versus "all students" performance across school districts included in the study: 23 versus 15 percentage points correspondingly. The combined average deficit in math for Hispanics in grades 4, 7, and 10, as compared to "all students," is 15 percentage points statewide. The sharp decline in math performance among Hispanics from 4th to 10th grade is even more

significant if one considers the much higher dropout rate of Hispanics--which by 10th grade has screened out large numbers of underachievers.

A summary of each district's results, along with a summary of the total results, are shown in Attachment 1. Below is a brief analysis of each area tested at each grade level.

Mathematics, Grade 4

The performance of all five groups was relatively high. Hispanic students were lowest scorers of the five racial/ethnic groups, although differences were not great.

Reading, Grade 4

The performance on the reading test was lower than on the mathematics test; the range of performance of the five groups was larger, too. Hispanic students were again the lowest scorers. The differences in reading scores were more significant than mathematics at this grade level.

Mathematics, Grade 7

At this grade, statewide performance is lower, so the results for each group are not surprising. The Hispanic students scored higher than black students, but lower than other groups.

Reading, Grade 7

The results for this grade for all groups is lower than the statewide results. Hispanics scored next to the lowest among the groups.

Mathematics, Grade 10

The performance of all groups was low, particularly so for American Indian, black, and Hispanic students.

Reading, Grade 10

Again, on the reading test, performance was quite low relative to the statewide performance. Hispanics, blacks, and Asian American scores were significantly low.

Significance of the Results

The Hispanic students in the pilot schools scored significantly low in the area of reading in all grade levels (4,7, and 10). In the area of mathematics, there is a significant drop at the 10th grade achievement level.

Overall results of this study indicate differences in performance between groups of students. Such differences may indicate educational needs that should be addressed. Whether these results indicate such needs and how they will be met must be addressed both by each local district and the Superintendent's Study Group on Hispanic Concerns (as well as other interested groups). Through these discussions, statements on the significance of the results can be developed.

FIGURE 1

Hispanic and "All Students" Performance in Reading at the 10th Grade Level

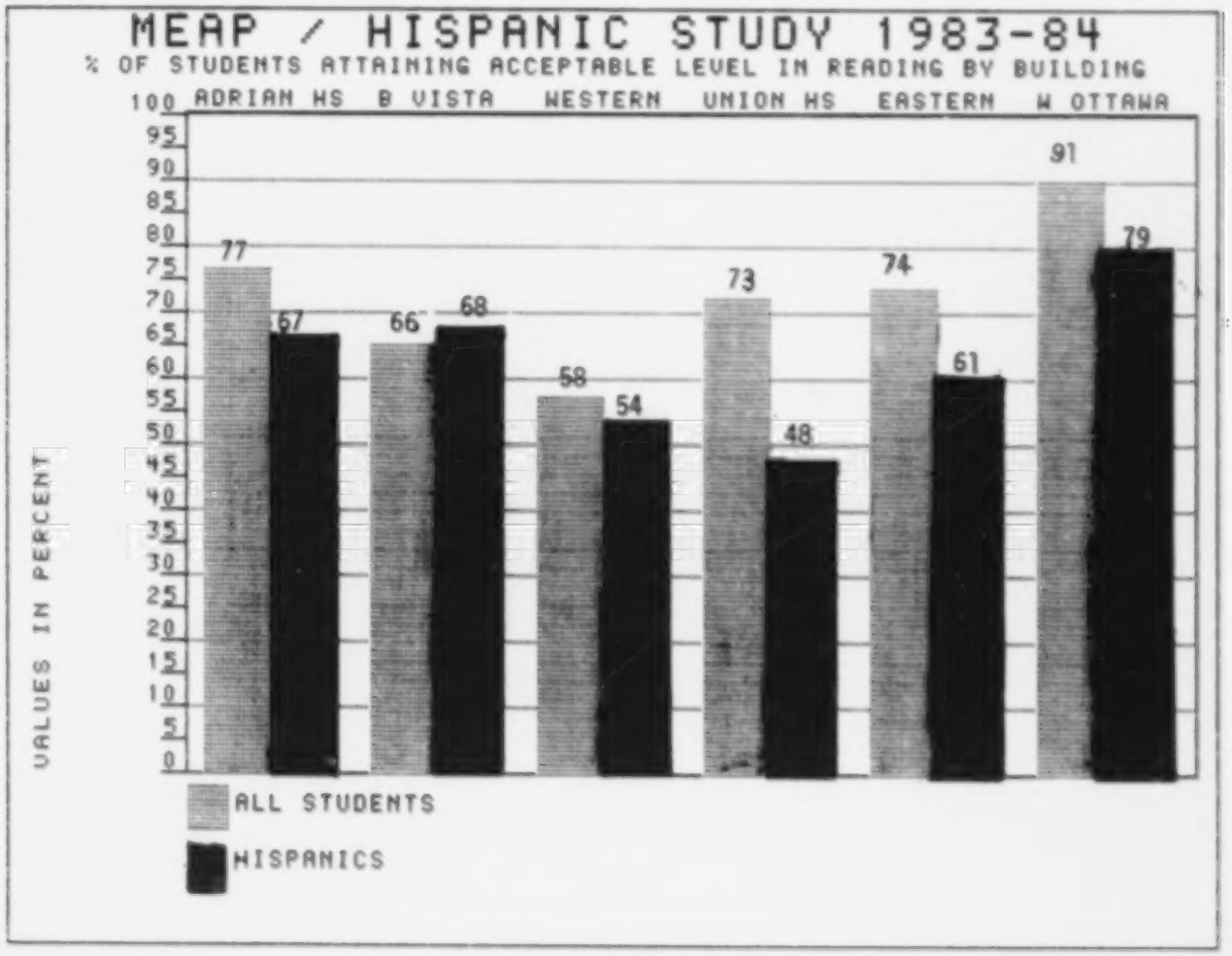


FIGURE 2

Hispanic and "All Students" Performance in Math at the 10th Grade Level

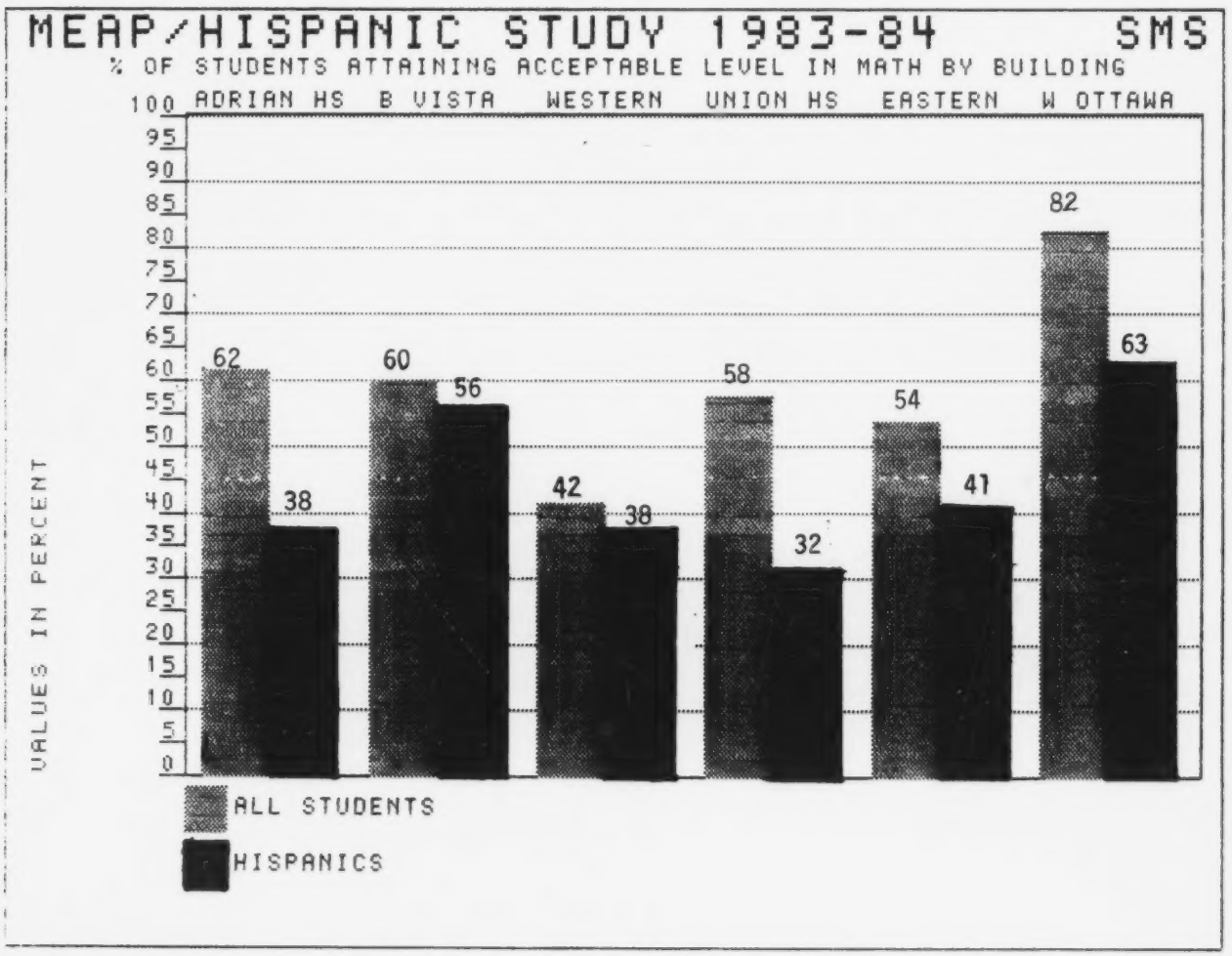


Table 1

PERCENT OF STUDENTS ATTAINING ACCEPTABLE LEVEL
ON THE MEAP TESTS: BY SCHOOL DISTRICT

| GRADE | ADRIAN | | BUENA VISTA | | DETROIT | | GRAND RAPIDS | | LANSING | | WEST OTTAWA | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math | Reading | Math | Reading | Math | Reading | Math | Reading | Math | Reading | Math | Reading |
| 4* | 76.4 | 69.0 | 74.5 | 70.2 | 66.9 | 52.8 | 76.2 | 70.5 | 85.2 | 72.7 | 86.0 | 85.0 |
| ** | 58.1 | 46.0 | 80.0 | 72.0 | 78.7 | 44.7 | 63.8 | 50.0 | 81.0 | 56.9 | 52.4 | 38.1 |
| *** | (18.3)- | (23.0)- | 5.5+ | 1.8+ | 18.2+ | (8.1)- | (12.4)- | (20.5)- | (4.2)- | (15.8)- | (33.6)- | (46.9)- |
| 7* | 58.0 | 78.9 | 49.4 | 70.7 | 42.9 | 57.9 | 54.6 | 68.3 | 60.6 | 76.4 | 83.7 | 87.1 |
| ** | 38.5 | 53.8 | 64.0 | 76.0 | 54.6 | 46.9 | 53.8 | 52.5 | 63.3 | 63.0 | 59.3 | 81.5 |
| *** | (19.5)- | (25.1)- | 14.6+ | 5.3+ | 11.7+ | (11.0)- | (0.8)- | (15.8)- | 2.7+ | (13.4)- | (24.4)- | (5.6)- |
| 10* | 61.7 | 76.5 | 60.0 | 66.4 | 38.7 | 61.5 | 57.7 | 73.9 | 53.1 | 69.4 | 82.5 | 91.0 |
| ** | 37.9 | 66.7 | 56.3 | 68.0 | 37.8 | 53.7 | 32.0 | 48.0 | 41.4 | 60.9 | 63.2 | 78.9 |
| *** | (23.8)- | (9.8)- | (3.7)- | 1.6+ | (0.9)- | (7.8)- | (25.7)- | (25.9)- | (11.7)- | (8.5)- | (19.3)- | (12.1)- |

* = District Results (All Students)
** = Hispanic Students
*** = Difference Between Hispanic & All Students: "( )-" below average, "+" above average for Hispanic

FIGURE 3

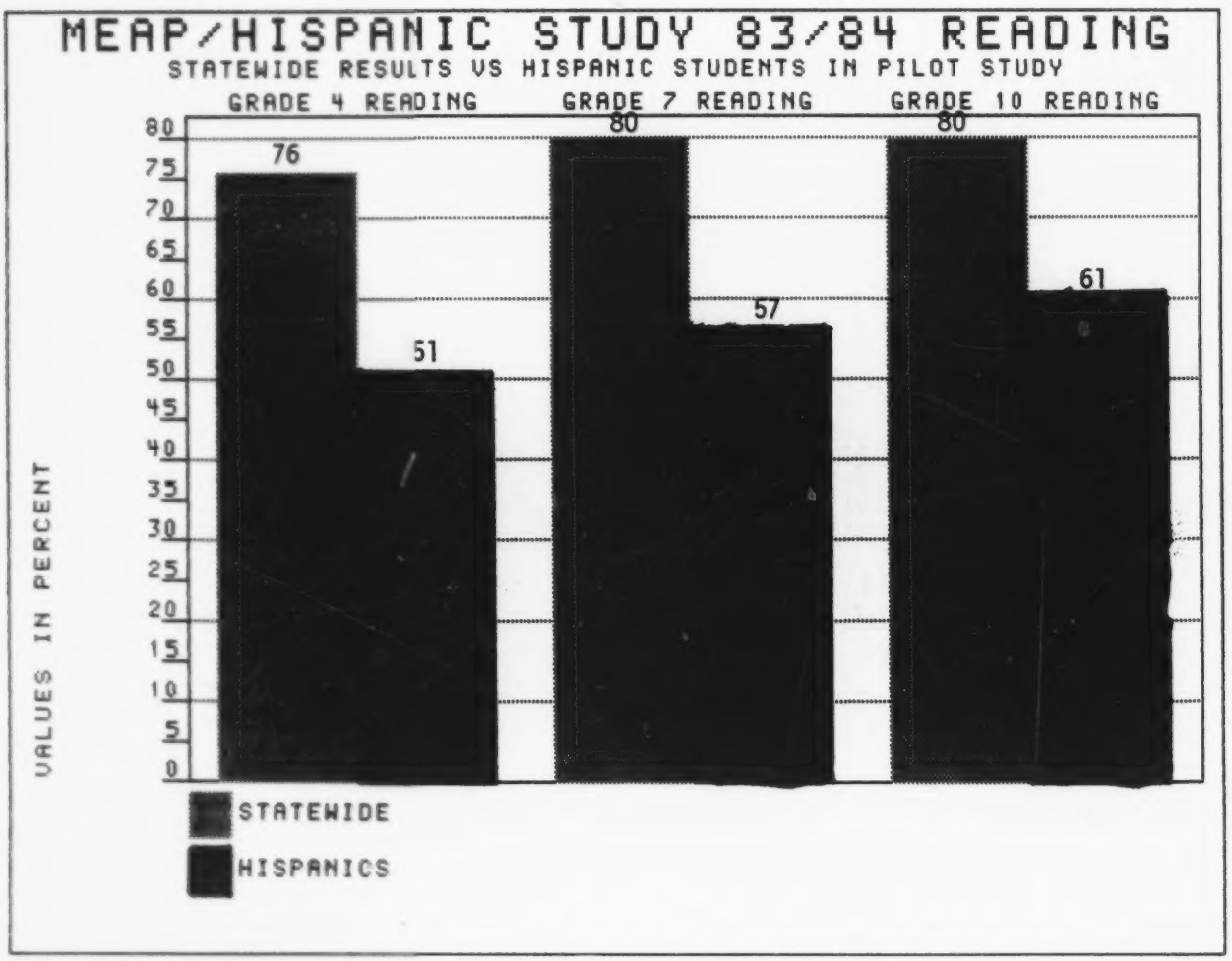
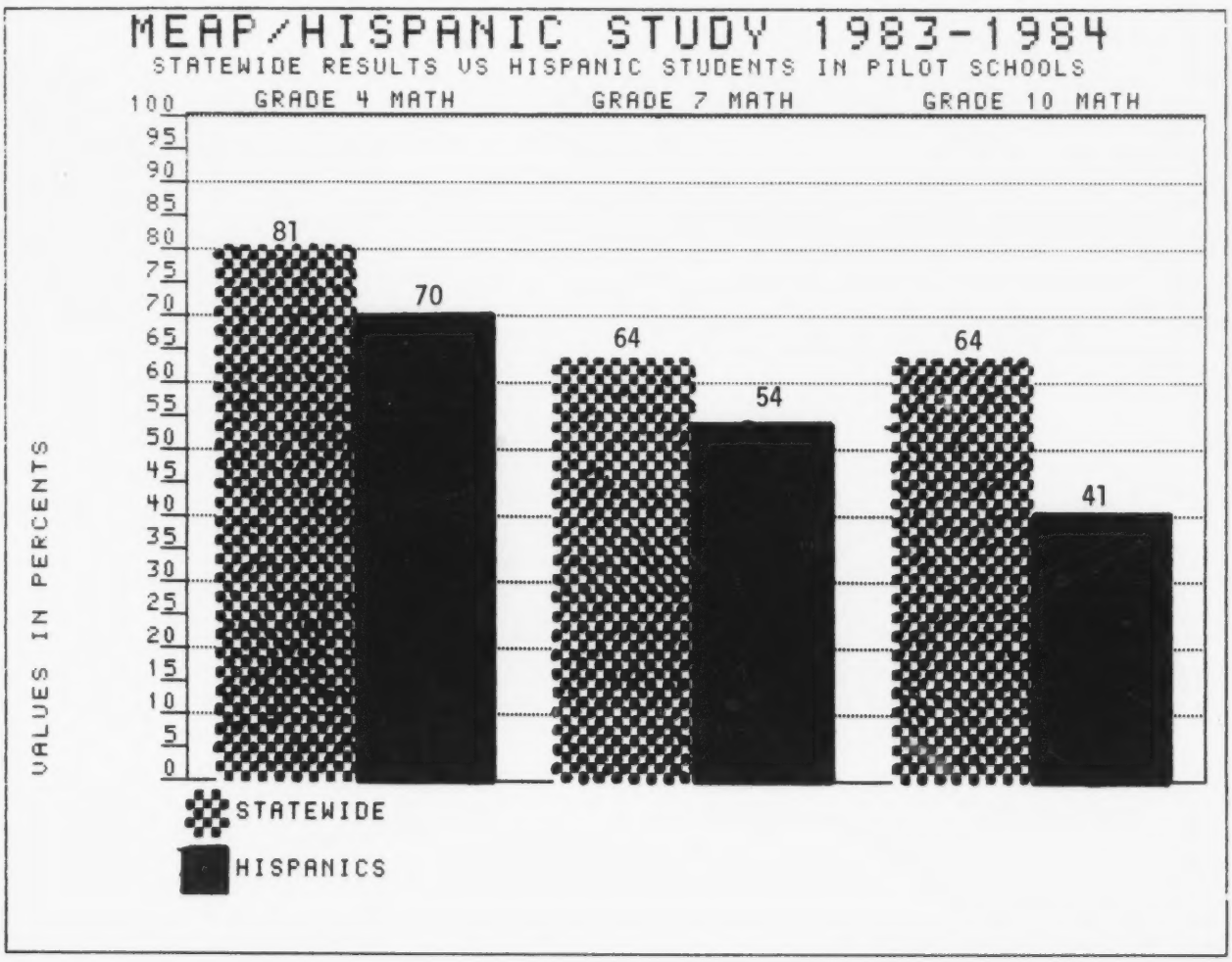

MEAP/HISPANIC STUDY 83/84 READING
STATEWIDE RESULTS VS HISPANIC STUDENTS IN PILOT STUDY
GRADE 4 READING
GRADE 7 READING
GRADE 10 READING
VALUES IN PERCENT
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
76
51
80
57
80
61
STATEWIDE
HISPANICS

FIGURE 4


MEAP/HISPANIC STUDY 1983-1984
STATEWIDE RESULTS VS HISPANIC STUDENTS IN PILOT SCHOOLS
GRADE 4 MATH
GRADE 7 MATH
GRADE 10 MATH
VALUES IN PERCENTS
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
81
70
64
54
64
41
STATEWIDE
HISPANICS

District and Total Results:
Percentages of Students in
Each Racial-Ethnic Group
Passing the MEAP Tests

Research (Racial-Ethnic) Codes

1 = American Indian

2 = Black

3 = Asian-American

4 = Hispanic

5 = White, Non-Hispanic

XX/Other = Not valid codes, double gridded or omitted

MATHEMATICS - GRADE 4

| Research Code | Lansing | | Grand Rapids | | Adrian | | West Ottawa | | Buena Vista | | Detroit | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 84.6 | 13 | 50.0 | 8 | 100.0 | 2 | 100.0 | 2 | 0 | 0 | 0 | 0 | 75.0 | 24 |
| Black | 71.6 | 81 | 56.3 | 32 | 75.0 | 8 | 0 | 0 | 73.4 | 94 | 72.5 | 51 | 70.7 | 266 |
| Asian American | 95.8 | 24 | 75.0 | 4 | 66.7 | 3 | 88.9 | 9 | 20.0 | 5 | 91.2 | 34 | 86.1 | 79 |
| Hispanic | 81.0 | 58 | 63.8 | 58 | 58.1 | 62 | 52.4 | 21 | 80.0 | 25 | 78.7 | 47 | 69.4 | 271 |
| White | 90.9 | 253 | 68.3 | 164 | 80.8 | 281 | 88.6 | 254 | 88.2 | 17 | 88.9 | 54 | 83.8 | 1023 |
| xx/other | 100.0 | 1 | 75.0 | 4 | 62.5 | 8 | 100.0 | 1 | 0 | 0 | 64.0 | 89 | 65.1 | 103 |
| | | 430 | | 270 | | 364 | | 285 | | 141 | | 275 | | 1766 |

READING - GRADE 4

| Research Code | Lansing | | Grand Rapids | | Adrian | | West Ottawa | | Buena Vista | | Detroit | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 46.2 | 13 | 75.0 | 8 | 100.0 | 2 | 100.0 | 1 | 0 | 0 | 0 | 0 | 62.5 | 24 |
| Black | 50.0 | 80 | 50.0 | 32 | 87.5 | 8 | 0 | 0 | 70.2 | 94 | 54.9 | 51 | 59.2 | 265 |
| Asian American | 66.7 | 24 | 100.0 | 4 | 66.7 | 3 | 77.8 | 9 | 40.0 | 5 | 58.8 | 34 | 64.5 | 79 |
| Hispanic | 56.9 | 58 | 50.0 | 58 | 46.0 | 63 | 38.1 | 21 | 72.0 | 25 | 44.7 | 47 | 50.7 | 272 |
| White | 77.5 | 253 | 64.6 | 164 | 73.7 | 281 | 89.0 | 254 | 76.5 | 17 | 75.9 | 54 | 77.1 | 1023 |
| xx/other | 100.5 | 1 | 75.0 | 4 | 62.5 | 8 | 100.0 | 1 | 0 | 0 | 53.9 | 89 | 55.3 | 103 |
| | | 429 | | 270 | | 365 | | 286 | | 141 | | 275 | | 1766 |

## MATHEMATICS - GRADE 7

| Research Code | Lansing | | Grand Rapids | | Adrian | | West Ottawa | | Buena Vista | | Detroit | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 69.2 | 13 | 60.0 | 10 | 0 | 0 | 0 | 0 | 0 | 1 | 50.0 | 6 | 60.0 | 30 |
| Black | 55.6 | 81 | 35.6 | 202 | 14.3 | 7 | 100.0 | 2 | 45.3 | 128 | 42.1 | 95 | 42.3 | 515 |
| Asian American | 100.0 | 12 | 80.0 | 5 | 80.0 | 5 | 85.7 | 7 | 0 | 0 | 36.4 | 11 | 75.0 | 40 |
| Hispanic | 63.3 | 73 | 53.8 | 80 | 38.5 | 65 | 59.3 | 27 | 64.0 | 25 | 54.6 | 97 | 54.2 | 367 |
| White | 76.1 | 226 | 64.5 | 265 | 62.7 | 314 | 85.5 | 311 | 60.0 | 20 | 50.0 | 64 | 70.8 | 1200 |
| xx/other | 0 | 0 | 50.0 | 2 | 50.0 | 2 | 100.0 | 2 | 0 | 0 | 85.7 | 7 | 76.0 | 13 |
| | | 429 | | 564 | | 393 | | 351 | | 174 | | 280 | | 2165 |



## READING - GRADE 7

| Research Code | Lansing | | Grand Rapids | | Adrian | | West Ottawa | | Buena Vista | | Detroit | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 76.9 | 13 | 70.0 | 10 | 0 | 0 | 0 | 0 | 0 | 1 | 16.7 | 6 | 60.0 | 30 |
| Black | 61.7 | 81 | 43.6 | 202 | 42.9 | 7 | 100.0 | 2 | 67.2 | 128 | 46.3 | 95 | 53.0 | 515 |
| Asian American | 83.3 | 12 | 40.0 | 5 | 80.0 | 5 | 57.1 | 7 | 0 | 0 | 36.4 | 11 | 60.0 | 40 |
| Hispanic | 63.0 | 73 | 52.5 | 80 | 53.8 | 65 | 81.5 | 27 | 76.0 | 25 | 46.9 | 98 | 57.0 | 368 |
| White | 81.1 | 227 | 70.6 | 265 | 85.0 | 314 | 88.1 | 311 | 90.0 | 20 | 51.6 | 64 | 80.2 | 1201 |
| xx/other | 0 | 0 | 100.0 | 2 | 66.7 | 3 | 100.0 | 2 | 0 | 0 | 100.0 | 7 | 93.1 | 14 |
| | | 406 | | 564 | | 394 | | 349 | | 174 | | 281 | | 2168 |

## MATHEMATICS - GRADE 10

| Research Code | Lansing | | Grand Rapids | | Adrian | | West Ottawa | | Buena Vista | | Detroit | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 38.5 | 13 | 25.0 | 4 | 0 | 0 | 100.0 | 2 | 0 | 0 | 66.7 | 3 | 45.5 | 22 |
| Black | 30.0 | 60 | 32.4 | 68 | 25.0 | 8 | 50.0 | 4 | 57.3 | 103 | 40.2 | 97 | 41.8 | 340 |
| Asian American | 44.4 | 9 | 100.0 | 2 | 62.5 | 8 | 100.0 | 2 | 0 | 0 | 50.2 | 2 | 60.8 | 23 |
| Hispanic | 41.4 | 87 | 32.0 | 25 | 37.9 | 66 | 63.2 | 19 | 56.3 | 16 | 37.8 | 82 | 41.0 | 295 |
| White | 62.6 | 364 | 70.1 | 194 | 67.5 | 308 | 86.1 | 251 | 80.0 | 20 | 50.0 | 56 | 69.7 | 1193 |
| xx/other | 25.0 | 4 | 0 | 0 | 100.0 | 2 | 14.3 | 7 | 0 | 1 | 100.0 | 1 | 33.4 | 15 |
| | | 537 | | 293 | | 392 | | 285 | | 140 | | 241 | | 1888 |



## READING - GRADE 10

| Research Code | Lansing | | Grand Rapids | | Adrian | | West Ottawa | | Buena Vista | | Detroit | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| American Indian | 61.5 | 13 | 75.0 | 4 | 0 | 0 | 100.0 | 2 | 0 | 0 | 66.7 | 3 | 68.1 | 22 |
| Black | 54.1 | 61 | 39.7 | 68 | 37.5 | 8 | 75.0 | 4 | 66.0 | 103 | 52.6 | 97 | 54.2 | 341 |
| Asian American | 50.0 | 8 | 100.0 | 2 | 50.0 | 8 | 50.0 | 2 | 0 | 0 | 50.0 | 2 | 54.5 | 22 |
| Hispanic | 60.9 | 87 | 48.0 | 25 | 66.7 | 66 | 78.9 | 19 | 68.8 | 16 | 53.7 | 82 | 60.7 | 295 |
| White | 81.4 | 365 | 87.1 | 194 | 80.2 | 308 | 92.1 | 254 | 70.0 | 20 | 73.2 | 56 | 83.7 | 1197 |
| xx/other | 75.0 | 4 | 0 | 0 | 100.0 | 2 | 100.0 | 7 | 0 | 1 | 100.0 | 1 | 87.7 | 15 |
| | | 538 | | 293 | | 392 | | 288 | | 140 | | 241 | | 1912 |

## PREVENTIVE/REMEDIAL STRATEGIES

### The Problem

For hundreds of thousands of Michigan's youth who fail to complete a high school education, by and large, the door to the labor market or further education is closed. Instead, the bulk of school dropouts may become dependent on social welfare to survive and often the only doors open to them are those of menial, dead-end occupations. Not only must the state allocate limited resources in greater proportion to support larger numbers of unemployed and untrained individuals, but it also fails to tap the valuable human resources which school dropouts represent. With this concern in mind, the Michigan Department of Education has been monitoring the incidence of dropouts in grades 9-12 in the state's public schools since the 1962-63 school year. According to data reported by local school districts to the Michigan Department of Education, the statewide annual dropout rates have fluctuated between 5.85% and 7.02% during the eighteen-year period of 1962-63 through 1979-80. From 1969-70 to 1979-80, over 432,000 students in grades 9-12 dropped out of Michigan public schools. On the average, approximately 25% of Michigan public school students entering the 9th grade do not complete their high school education. Among minority students in Michigan public schools, especially Hispanics, the dropout rate in grades 9-12 has been significantly higher than for the overall student population in the same grades, and even worse when compared to their non-minority counterparts.

In effect, since 1976-77, when the Michigan Department of Education began collecting dropout data by race/ethnicity, Hispanics have shown the highest dropout rate of all the racial/ethnic groups identified. From 1976 to 1980, Hispanics had a mean dropout rate of 11.64% at each grade level in grades 9-12; whereas the rate for whites was 5.60% and 6.42% for the entire student

population. Assuming a constant factor at each of the four grade levels, those rates translate into a combined total dropout rate of 46.56%, 22.40%, and 25.68%, respectively. Because the data used do not include students who might have dropped out before 9th grade, the actual percentage of Hispanic dropouts could be considerably higher than the estimated 47.0%.

In our increasingly complex, highly technological, information-oriented society, the implications of these data are abundantly evident. Large numbers of dropout youth in our society enter adulthood unprepared and untrained to assume a socially responsible role. For these youth, the lack of skills predetermines to a large degree their subsequent position in our society and preempts their opportunity for socioeconomic upward mobility. Hence the importance of devising and implementing dropout preventive strategies.

## Procedure

Two primary data bases were used to generate recommendations for preventive strategies. First, an extensive review of research studies on the subject was conducted to identify contributing factors in whether students drop out or graduate from high school. Second, the results of the survey conducted in Michigan with Hispanic dropouts, graduates, their parents, and schools were used to also ascertain the causes of high school drop out or graduation. The combination of these two data bases provided the core of the information to formulate recommendations.

Although the Preventive Models Subcommittee was delegated the responsibility of completing these tasks, input from the other subcommittees (Survey Research and MEAP Study) was regularly received; just as the other subcommittees obtained feedback from the Preventive Models Subcommittee in the completion of their respective tasks.

## Review of the Literature

In February, 1983, bibliographic resumes of dropout studies were retrieved from ERIC (Educational Resource Information Center) for preliminary analysis. One hundred and forty briefs which dealt with the "school dropout" subject in high school, college, and in relation to other concerns such as delinquency, pregnancy, etc. were ordered. Only those queries which dealt with dropouts at the high school level were selected for in-depth analysis. Of the one hundred and forty briefs, 58 full-length studies consisting of 4,559 pages were reviewed by the Preventive Models Subcommittee in order to extract high school dropout information. The criteria for selection was relevancy of content particular to high school dropouts. The objectives of the analysis were:

1. To identify and describe the causes of public high school dropouts among Hispanics;
2. To identify and describe the factors contributing to the retention and graduation of Hispanic public high school students;
3. To identify dropout preventive/remedial programs designed to deal with specific causes of school dropouts; and
4. To recommend dropout preventive/remedial programs to the Michigan Board of Education.

The 58 full-length studies were equally disseminated among members of the Preventive Models Subcommittee for analysis.

A grid was developed for the reviewers to include the basic information from the findings. The grid consisted of the following sections: (a) Title of Study/Author; (b) Principal Findings; (c) Factors Which Cause Dropout; (d) Factors Which Cause Retention; (e) Recommendations.

The review of the ERIC document yielded many factors which the research indicated were significant in causing Hispanic students to drop out of school.

This section is intended to show the extensive variety of dropout factors without regard to any limitations. All factors which were determined to be causal in school dropout were listed, as well as those which were causal in retention of Hispanic students. Although some of the factors may seem to fall within the same category, no attempt was made to collapse them; rather, the intent was to convey them as they were extracted from the ERIC research documents. Following are the factors which caused high school dropouts:

- Economic reasons
- Marriage
- Family background (ethnicity)
- Low educational attainment of parents
- Child care and family responsibilities
- Unwanted pregnancy
- School was found to be boring, uninteresting and irrelevant
- Poor grades
- Lack of appropriate counseling
- Language difficulty
- Expulsion and/or suspension
- Low teacher expectations
- Social and cultural values pressure youth to bear children early in life
- Lack of financial assistance from parents
- Instability in the home environment
- "Tracking"
- Lack of alternative approaches to traditional education
- Health problems
- Lack of safety in school
- Peer pressure and influence

- Lack of encouragement
- Lack of direction
- Academic performance, school participation, migration patterns
- Negative teacher characteristics
- School provided little relation to Chicano reality
- Irregular attendance and frequent tardiness
- Active antagonism by teachers and principals
- Feelings of not belonging in school
- Low scholastic aptitude
- Low reading ability
- Frequent changes of school
- Unhappy family situation
- Serious physical and emotional handicap
- Non-acceptance by school staff and school mates
- Inability to compete with, or ashamed of siblings
- Segregated school climate
- Help out with family responsibilities
- Grade repetition

The following factors were identified as significantly causing Hispanic students to remain in school:

- Family background; educational attainment level of parents
- Upward mobility aspirations
- Aspiring to attend college
- Availability of financial rewards
- Educational goals of student peers
- Amount of reading material in the home

- High expectations from parents, teachers and support to meet those expectations
- Perceived encouragement from teachers and parents
- Appropriate counseling
- Participation in school activities
- Tutoring assistance in academic areas
- Relating classes to job market and/or careers
- More reading material in the home
- Home visits from school staff and contacts by phone and mail
- Appropriate individual and group guidance
- Follow-up to provide access to special services after being "mainstreamed"
- Appropriate and active staff training activities
- Students participated actively in extra-curricular activities
- Cooperative relationships between regular and special program staff
- Principals actively supported minority programs
- Innovative curriculum-careers, assertive discipline, counseling services

From the research documents analyzed, no extrapolations concerning Hispanic dropouts were made; instead, the intent was to compare the research findings with the Research Survey data. Following in this vein, the Preventive Models Subcommittee proceeded to collapse the data from both the Research Survey results and the Preventive Models review into one set of compatible factors which contribute to the dropping out or graduation of Hispanics. The data from the research survey and the research review were synthesized as follows for comparative purposes:

| Dropout Factors | Retention Factors |
|---|---|
| 1. Expulsion and suspension | 1. Parental encouragement and support |
| 2. Repetition of grades | 2. Support and communication with teachers |
| 3. Trouble in school | 3. Tutorial and remedial services as early as grades 4-6 for: |
| 4. Absenteeism and truancy | a. grade repeaters |
| 5. Mobility across schools | b. low achievers |
| 6. Education alienation | c. limited English proficient students |
| 7. Communication breakdown with family and school | 4. Encouragement, guidance, and support services for students |
| 8. Unfair treatment by school | 5. Career orientation, guidance and survival skills for secondary and college bound students |
| 9. Poor grades | 6. Part-time employment relevant to student's career goals |
| 10. Problem with teachers | 7. Participation in extra-curricular activities |
| 11. Socioeconomic status | 8. Parental educational attainment |
| 12. Marriage | 9. Peer support |
| 13. Institutional discrimination | 10. Programs to foster good attendance record |
| 14. Language use | |
| 15. Ethnicity | |
| 16. Passive learning style | |
| 17. "Tracking" | |
| 18. Disinterest attitude | |

A more selective review of the aforementioned factors suggests that parental encouragement and support of students, as well as participation in school affairs, is perhaps the most significant set of factors in preventing school dropouts. Positive communication and relations with teachers also accounts for a large portion of the causative factors in student graduation. In addition, a healthy self-concept and self-perceived cognitive ability are important student variables contributing to educational success. In other words, if the student experiences a sense of alienation in the school environment, is not receiving adequate support at home, and has low self-regard, he or she is likely to drop out. On the objective side, a pattern of grade repetition, underachievement, absenteeism, lower family income, and non-English-speaking background are conditions which contribute greatly to school dropouts.

## Recommendations

The volume of the research indicates that collaborative efforts need to be made in a focused fashion to break the current cycle of failure affecting dropout-prone youth. In doing so, criteria for early identification must be developed based on the best available evidence, so that maximum success is achieved efficiently for the largest number of dropout-prone students possible. These collaborative efforts must include a research and development component and should be expanded to other groups, besides Hispanics, on the prevention of school dropouts under the leadership of the Michigan Department of Education. These efforts should be coordinated by an appropriate unit with the expertise and sensitivity required of this complex issue. Adequate funding should be provided to such a unit for the successful coordination and implementation of pilot projects to test the strategies below for at least three years. A referent group similar, in membership representation, to the Superintendent's

Study Group on Hispanic Concerns should be appointed and maintained throughout the duration of the said projects.

The strategies below are recommended in order of priority.

Although schools willing to participate in the pilot-testing of preventive strategies will have discretion to choose those models which best suit their local needs and resources, they will be encouraged to follow the order of priorities suggested by the sequence below. Further, all the participating schools will be asked to establish similar student data collection and student identification criteria and procedures with respect to strategies Nos. 1 and 10.

1. Early Identification:

Design and establish a student data collection system which will permit easy and quick access to various types of information needed to identify student profiles depicting dropout-prone students. Such system will rely on data already available at most schools but which are not currently being used in a systematic fashion for the purpose just described. This system will be divided into three developmental phases to correspond with the grade levels in elementary and secondary schools: (1) K-4, (2) 5-8, and (3) 9-12.

The first phase will emphasize and weigh accordingly the following aspects: (1) low parental involvement and interest, (2) academic underachievement as measured by the MEAP and standardized tests, (3) poor attendance, (4) limited English proficiency, (5) grade repetition, (6) lower family income, and (7) disciplinary problems: the presence of any two or more of these indicators will be construed as evidence of propensity to dropping out.

In grades 5-8, the same seven indicators listed for the first phase will be used in addition to, where appropriate, (1) low grade point average (GPA), (2) low participation in extracurricular affairs, and (3) poor relations with

teachers and/or peers. The presence of any three of the ten indicators of this phase will depict the profile of a dropout-prone student.

In grades 9-12, the same ten indicators suggested for the second phase, plus enrollment in a general education program, will be used to identify dropout-prone students, when three or more of those eleven indicators are part of the student profile. Although early identification is more applicable to students in phases one and two, students in this phase may still benefit from some of the preventive strategies. The bulk of the efforts and resources, however, is clearly aimed at students in grades K-4 and 5-8.

2. Parental Development and Training:

This strategy will attempt to provide parents of dropout-prone students with information, motivation, and skills which they can immediately apply to their children's learning. The three aspects of this model (information, motivation, and skills) will be emphasized differently for parents of students at different grade levels. For example, parents of children in grades K-4 will be offered primarily motivational and skill-development activities, e.g., the importance of their role as partners in education; tutoring young children in reading, writing, and math; time and space management in the home for learning; use of community resources (libraries, museums, etc.) as learning aids. The thrust of this model will be the immediate application of the skills acquired to their daily life as parents.

For parents of students in grades 5-8, the emphasis would be slightly different. In addition to motivation and skills, parents at this level need to receive information on career opportunities and requirements for their children; on how secondary schools differ from elementary schools in terms of course offerings and selection, as well as the sequential nature of certain academic curricula; on the importance of school rules and the roles of different school

officials in their enforcement; on how parents and students can get involved in extracurricular activities.

In the third phase, parents would concentrate on the types of informational/motivational activities suggested for parents of students in grades 5-8, while also stressing the importance of the skills needed to communicate effectively with their children and school officials.

3. Staff Development:

In the same manner that the two preceding strategies are divided into three phases, this model will provide in-service training and involvement opportunities for regular teachers and support staff with respect to dropout-prone students.

For teachers and staff of such students in grades K-4, the emphasis will be on tutorial assistance in basic skills for small groups (2-3) of students and providing guidance for the parents of those children on how they can further help them at home.

In grades 5-8, teachers and staff will also focus on basic skill development of small groups of students and providing guidance for their parents, but also will socialize from time to time with those children so as to enhance their sense of belonging and communication skills with school officials.

Teachers and staff in the third phase will concentrate on working with small groups of students in their own subject area(s) through special projects, and will socialize with those students as frequently as possible.

Special recognition and, where appropriate, compensation will be encouraged for teachers and staff willing to serve as mentor-tutors.

4. Exemplary Instructional Programs:

Computer-assisted instruction, computer programming and analysis, foreign languages, arts and crafts, career education, and individualized basic-skill

development programs will be part of this preventive model. The emphasis and level of sophistication will depend on the specific needs of schools and resources available to them. These enrichment programs should be integrated with ongoing similar programs usually available for high achievers or students who are able to afford special fees.

These specialty programs will be geared to the development and reinforcement of the student's special talents or interests. In areas with smaller school districts, intermediate school districts may be the best coordinating organizations to offer this type of programs.

5. Student Leadership Forums:

Middle school and junior and senior high school students will be the target population for this strategy. Again, the strategy is aimed at dropout-prone students in grades 6--12.

By and large, leadership development activities organized by school districts and our own Project Outreach include those students who are already involved in leadership roles or have demonstrated leadership skills. Dropout-prone students are not generally part of that population and, consequently, seldom are part of any structured program on leadership development.

Therefore, student leadership forums will be conducted at two levels: (1) middle and junior high school and (2) senior high school. The first-level forums will focus on understanding small group dynamics and formulating group recommendations on issues of mutual concern. The forums for senior high school students will concentrate on effective communication skills, understanding of and dealing with bureaucracies (with emphasis on schools), and formulation of recommendations on issues of mutual concern.

6. In-service and Feedback for Counselors and Support Staff:

The large numbers of students assigned to individual counselors, coupled with counselors' responsibilities for processing information and record keeping, make it impossible for counselors to interact meaningfully with individual students. In effect, frequently, student scheduling decisions are made on the basis of previous records alone; thus, this practice may be contributing to the overwhelming participation of dropout-prone students in general education courses and their underrepresentation in academically-demanding or vocational/technical programs.

To enhance counseling and support services, counselors and other professional staff will be trained in the use and interpretation of test results as well as other student information to properly advise students of their alternatives; in the development and implementation of support services (e.g., tutoring, counseling, employment) for dropout-prone students; and on effective communication skills and relations with Hispanic students and their parents.

7. Internships and Cooperative Education:

In collaboration with private and public agencies, business, and industry, this component will attempt to establish cooperative education-type of programs and internships to broaden the career goals and experiences of dropout-prone students. These experiences are intended for the improvement of the students' time-management skills and self-discipline, while also allowing them to earn some money.

As part of a career orientation and placement services program, this model will seek support from JTPA (Job Training and Partnership Act) and private funding sources to partially subsidize the employment of youth 16-21 to be targeted for cooperative education-type of placement.

Internships for youth 13-18 years old will be sought primarily with professionals, private and public agencies, and business and industries as a means of providing work experience and first-hand observation of various occupations to dropout-prone students.

8. Cooperative Support Services:

Retired professionals, senior citizen organizations, volunteer literacy groups, and other such organizations (e.g., ACTION, VISTA, Peace Corps), will be tapped to assist in tutorial, counseling, or other support services for dropout-prone students and their parents after school hours.

Community-based organizations, community centers, adult education centers, and other private and public facilities will be used on weekends and evenings to provide cooperative support services.

Different levels of involvement and service will be pursued. At the K-4 level, emphasis will be given to tutorial and enrichment activities in math, reading, and writing skills. At the 5-8 level, the focus will be on academic skills (both tutoring and individualized learning) and effective communication skills through group counseling. At the 9-12 level, the emphasis will be on individual subject tutoring, leadership skills, and effective relations with peers, parents, and teachers.

9. Partnerships with Higher Education Institutions:

Supplementary assistance for dropout-prone students will be sought from colleges and universities. Mentorship/tutorial services by upperclassmen will be provided to those students on a regular basis (6-10 hours per week) after school hours and on weekends. Each mentor/tutor will be assigned 2-3 students per school year and they will set the time and place for their meetings, although they will be encouraged to use college campus facilities and public libraries.

Some of these activities could be coordinated in collaboration with existing college-based support service staff (e.g., Upward Bound Program, tutorial center, etc.) and faculty/staff of teacher-training programs. Compensation for college students could be secured through existing work-study programs or as partial fulfillment of course requirements or both.

10. Data Collection:

MEAP and scores of at least one standardized test should be uniformly collected and analyzed by race/ethnicity and gender for the schools willing to be part of the pilot-testing of strategies. These data will provide essential evidence of student progress, along with attendance and, where appropriate, grade point average and type of courses taken

Although all the aforementioned strategies are considered important in the prevention of school dropouts, not every school district participating in their pilot-testing is expected to implement all of them simultaneously. Further, this list is not intended to exhaust all of the possible preventive measures, but to translate the findings of the research conducted in Michigan and elsewhere into some practical approaches to the problem.

## In Summary

School dropouts are an important concern of the Michigan State Board of Education. By prematurely ending their education, young people greatly reduce their chances of finding a meaningful and rewarding job--or just any job. As a consequence, youth in our society maintain the highest chronic unemployment rates, particularly minorities, and frequently form families where their children stand an even slimmer chance of succeeding in school. Thus, school dropouts represent a public policy issue, both in economic and human terms. As a social agency directly responsible for public education, therefore, the

Michigan Department of Education is through this study and ensuing initiatives addressing a major social concern responsibly and diligently. Although the study focused on Hispanics, the profile of dropout-prone students shares common characteristics across racial/ethnic groups. And, as indicated, while there are many factors affecting a student's propensity for dropping out of school which are beyond the reach of educational policy, some of the basic ones are within reach: those were the factors incorporated into the recommended strategies. Effective schools can make a difference in the education of all children--even those whose background may denote a tendency to dropping out--if innovation and enthusiasm can replace tradition and conformity. The strategies proposed are not all new, but the way of applying them and with whom to use them are; this in itself represents innovation. The State Board of Education supports them and encourages schools to put them into practice.

## Appendix 1

### PARTICIPATING SCHOOLS

The random cluster of six schools selected for the study appear to be representative of state in that they vary in size, geographical location, racial/ethnic make-up of the student body, socioeconomic characteristics of the communities where they are located, and other related factors. Buena Vista High School, for instance, is a small suburban high school with a large concentration of other minorities, besides Hispanics, located in the northern part of the lower peninsula (near Saginaw). West Ottawa High School, on the other hand, is larger and enrolls a smaller proportion of minorities, including Hispanics, than any of the other five schools and is situated in the midwestern section of the state, along Lake Michigan. Western High School is located in the Detroit "barrio," enrolls the second largest minority and the largest Hispanic proportion among the six schools, and is part of the largest urban school district in the state (sixth largest in the nation). Adrian High School, in southern Michigan, shares some of the characteristics of West Ottawa in terms of the student body composition and size of the parent school district, but the percentage of both Hispanic and minority representation is higher at Adrian. Union High School and Eastern High School are part of somewhat similar school districts, by size and racial/ethnic composition; but Eastern enrolls a larger number of Hispanic students and the percentage of these students districtwide in Lansing is almost twice that of Grand Rapids. Every school in the study is near at least two different higher education institutions. A more detailed statistical profile of each school is provided on the following pages; these profiles depict a well-balanced, cross-sectional, representative sample of schools from throughout the state.

Adrian High School - The only high school in a school district with a 1982-83 student enrollment of 5,218, its student body of 1,519 is approximately 13.0% Hispanic and 16.8% minority, compared to a districtwide 16.0% Hispanic representation. In the same school year, Hispanic professional instructional staff in the school district accounted for 1.8% of the total. Dropout rates varied from 1976-77 to 1980-81, but the average annual rate for those five years in grades 9-12 were as follows: Hispanics 13.26%, whites 5.37%, and total for all groups 6.24%. The city of Adrian, in Lenawee County, counts with two private higher education institutions: Siena Heights College and Adrian College; Hispanics at those institutions represented 3.30% and 0.08% of their respective enrollments in the fall of 1980. Whereas at 5.1% Lenawee County contains one of the highest Hispanic population proportions in Michigan, it also has one of the highest rates of Hispanics who have not completed high school; in 1980, 64.5% of Hispanics over age 24 in the county had not completed high school, compared to 31.6% and 39.5% of whites and blacks. Yet, in the same year, the proportion of Hispanics between the ages of 5-17 was 32.2%, versus 22.9% of non-Hispanics in the county.

Buena Vista High School - The smallest of the six high schools included in the study (715 students in 1982-83), the school's total student count in 1982-83 included 8.11% Hispanics and 75.10% blacks with a total minority enrollment of 83.5%. The Hispanic enrollment districtwide was 11.0% of a total 2,290 students in the same year while 5.8% of district's professional instructional staff was Hispanic. From 1976 to 1980, the average annual dropout rate among Hispanics in grades 9-12 was 15.16%, as compared to 10.34% of whites and 7.45% overall. Located in Saginaw County, the school district is near Delta College and Saginaw Valley State College; these institutions had Hispanic enrollments of 4.11% and 2.7%, respectively in 1980. The county has the highest percentage

of Hispanic population in the state at 5.4% and a much higher proportion of Hispanics between ages 5-17 than the non-Hispanic population (32.2% and 24.1% in 1980). However, Hispanics in the county had a much greater rate of high school attrition among persons over age 24: 59.1%, compared to 31.2% and 49.3% for whites and blacks, respectively.

Eastern High School - The largest of the three high schools in the Lansing School District and the largest of the schools which participated in the study, the school reported a total enrollment of 1,762 in 1982-83, a 14.75% Hispanic participation, and 33.6% minority representation. The total districtwide enrollment in the same year was 23,284 and 9.9% of that total was Hispanic, compared to 3.6% of the district's professional instructional staff. The mean annual dropout rates from 1976 to 1980 in grades 9-12 were: Hispanics 13.93%, white 8.26%, and 8.96% overall. Michigan State University and Lansing Community College are the main higher education institutions in the proximity of the school district; their Hispanic enrollments in 1980 were 0.76% and 1.6%, respectively. In the county, Ingham, Hispanics represented 3.8% of the total population, but in the age cohort of 5-17 their in-group population proportion was 31.6% as compared to 18.5% for non-Hispanics. The percentage of Hispanics over age 24 who had not completed high school, as of 1980, was 49.0%, versus 20.9% of whites and 31.0% of blacks.

Union High School - One of four high schools in the Grand Rapids School district, the school enrollment includes 9.41% Hispanics and 36.5% minorities. Districtwide, Hispanics comprised 5.8% of the total 25,200 students enrolled in 1982-83, but only 2.0% of the total professional instructional staff in the same year. The district's annual dropout rate in grades 9-12 for 1976-1980 were: 10.53% Hispanics, 6.62% whites, and 7.00% overall. Various public and non-public institutions offer degree programs in the vicinity and had different

Hispanic enrollment levels in the 1980-81 school year: Grand Rapids Junior College 1.23%, Grand Valley State Colleges 0.74%, Aquinas College 1.26%, Calvin College 0.17%, Davenport College of Business 1.50%, and Kendall School of Design 0.62%, among others. In 1980, Hispanics constituted 2.0% of the total population in Kent County, and, as a group 29.6% of the Hispanics were between the ages of 5-17, compared to 21.3% of non-Hispanics. Among those over age 24, who had not received a high school diploma, in that same year, Hispanics accounted for 53.9%, whites 27.8%, and blacks 46.4%.

West Ottawa High School - Of a total 1,296 students in 1982-83, 6.09% were Hispanic and 7.8% minority in grades 9-12. The districtwide enrollment that year was 4,144 and Hispanics comprised 7.2% of that total, while their representation in the professional instructional staff was 2.1%. Grand Valley State Colleges and Hope College are the nearest higher education institutions to the West Ottawa Public Schools; the latter reported a 1980 fall enrollment of 0.73%. The annual overall dropout rate in grades 9-12 from 1976 to 1980 was 5.73%, compared to 8.95% of Hispanics. In that same year, however, Hispanics accounted for 3.2% of the county population; they also had a group average representation of 32.7% in the 5-17 age bracket, versus 23.2% of non-Hispanics. Their proportion in the population age 24 and older who did not finish high school was much greater than for other racial groups: Hispanics 70.6%, whites 30.4%, and blacks 46.2%.

Western High School - Enrolled the highest percentage and absolute number of Hispanics (27.22% and 391, respectively) in 1982-83 of the six schools in the study, although districtwide Hispanics represented only 1.6% of the 205,560 students in the Detroit Public Schools and 0.6% of the professional instructional staff. The annual average dropout rate, districtwide, for grades 9-12 was 17.96% for Hispanics and 13.30% overall. The total minority student

enrollment at Western High School in 1982-83 was 70.5%. Numerous institutions of postsecondary education are located in Wayne County enrolling Hispanics in different proportions in 1980-81: Henry Ford Community College 1.73%, Highland Park Community College 0.32%, Schoolcraft Community College 0.06%, Wayne County Community College 1.18%, University of Michigan-Dearborn 0.76%, Wayne State University 1.56%, Detroit College of Law 0.11%, Lewis College of Business 0.20%, Madonna College 1.03%, Marygrove College 0.87%, Mercy College 0.72%, Shaw College 0.0%, and University of Detroit 1.43%, among others. While Hispanics accounted for 2.0% of the county population, 28.5% of all the Hispanics in the state were located in Wayne County in 1980. In the age cohort 5-17, the Hispanic population had 28.1%, as compared to 21.9% for non-Hispanics countywide. Among those lacking a high school diploma that same year, Hispanics showed a 51.9% rate, while whites and blacks had 35.4% and 45.4%.

## Appendix 2

PRETESTING OF SURVEY

QUESTIONNAIRES AND PROCEDURES

Reviewed by the Superintendent's

Study Group on Hispanic Concerns

on November 9, 1983

## PRETESTING OF SURVEY QUESTIONNAIRES AND PROCEDURES

### Introduction

The purpose of the Hispanic School Dropout Study is to identify the causes of the high dropout rate from high school among Hispanics and to describe the factors which contribute to retention and graduation of Hispanics in Michigan high schools. Feedback from the pilot test of the preliminary surveys has been used to develop final survey questionnaires. These final survey questionnaires will be used in a subsequent statewide study, the result of which will aid in the development of prevention and remediation programs that address the Hispanic dropout problem.

As the first phase of the study, preliminary surveys were designed and pilot-tested. Three questionnaires were developed: a student questionnaire, a questionnaire for their parents, and a school questionnaire to gather school record information. Two forms of the parent and student questionnaires were devised: an interview form for telephone and face-to-face interviews, and a self-report form to be mailed out to selected subjects. Together, the student, parent, and school questionnaires elicit a wide range of demographic, academic, personal experience, and attitudinal information about each student. This diverse information may point to key differences between dropouts and non-dropouts, helping us to infer the factors that lead a student to drop out or to stay in school.

### Development of the Questionnaires

Four types of questions were used on the questionnaires: demographic, academic, personal experience, and attitudinal. The demographic questions were designed to yield age, gender, and ethnic background information as well as information dealing with economic level, employment, home conditions, family networks, and neighborhood ties. Such questions enable us to fully describe

the population of interest and to identify important contrasts between dropouts and non-dropouts. The academic data comes from school records of such things as achievement test scores, grade-point averages, number of failing grades, and absences. This information may reveal a link between patterns of academic problems and dropping out. The personal questions are designed to give us a picture of the student's home and school life that may shed light on the environmental and social factors affecting school success. The attitudinal questions give us an indication of the student's self-image, positive or negative attitudes toward school, opinions of teachers and classmates, and to what degree the student felt in control of his/her success in school. These questions explore the psychological issues pertinent to a student's success or failure. For parents, attitudinal questions reveal their opinions of schools, teachers, and education in general—opinions which may have an impact on student performance. Altogether, these questions give a social, academic, and psychological profile of the student that relates to school success.

The questionnaires went through several stages of development. First, a list of hypotheses suggested by the Superintendent's Study Group on Hispanic Concerns was used to develop questions for each of these hypotheses. A draft survey was drawn up by the Office of Hispanic Education so that the questions in it would conform with the Study Group's hypotheses. The resulting questions were compiled into complete questionnaires with the assistance of an external consultant from the Institute for Research in Teaching at Michigan State University. This developmental process took from March to August of 1983.

For the attitudinal scale of the student questionnaire, other instruments familiar to the external consultant and those used in classroom research by the Institute for Research on Teaching were partially employed. Three scales that were pertinent to the central concerns of the study were adapted. All three

had been used extensively in the classroom and had good psychometric properties. Two of these scales had been used by the external consultant in a research project that involved 65 classrooms over the past two years: (1) an academic self-image scale, and (2) a knowledge of academic success scale, both devised by Susan Harter (1981). The first reveals whether the student has a positive or negative self-image about his/her academic ability. The second scale reveals to what extent the student knows the causes of his/her success or failure in school--a factor closely related to the student's locus of control and perceived helplessness. The third scale chosen was the Quality of School Life scale developed by Epstein and MacPartland (1976), a scale that directly reveals how positively the student views school life. All of the scales were shortened, and in two of them the response dimensions were simplified from a four-choice to a two-choice format to make them less confusing.

## Administration

Once devised, the surveys were piloted in two school districts, Holland Public Schools and Saginaw City Public Schools. A random sample of 46 students (23 dropouts and 23 graduates) was drawn from lists of dropouts and high school graduates obtained from Holland High School and Hill High School. The students who were picked for the pilot test and their parents were sent letters (in English and in Spanish) approximately one week in advance, informing them of the interview and requesting their cooperation (see Attachment 1). In each district, an interviewer was chosen to administer the questionnaires. Both interviewers were bilingual/bicultural women familiar with the districts they were to work in and were trained by the Office of Hispanic Education in the use of the questionnaires and data collection and reporting techniques. They interviewed the students and their parents either by phone or face-to-face, so

that these two interview methods could be compared to see if the easier and more efficient telephone interviews were as effective as the face-to-face interviews. Self-response forms of the interviews had been developed, but were not used because the Study Group recommended an attempt to carry out the surveys through interviews. The school questionnaires were sent directly to the schools to be filled out by administrative personnel. The training of interviewers, administration of questionnaires, and retrieval of data were completed between September 9 and October 14, 1983

## Feedback from the Piloting

Information was gathered from this pilot study to improve the questionnaires and the interview process.

Regarding the interview process, the interviewers noted some difficulty in locating the subjects selected for the survey. About 44% of the students and parents could not be found, and alternates had to be chosen. This problem was anticipated because school dropouts would be more likely to move since they were no longer associated with an area school. In highly mobile areas such as Detroit, either provisions should be made for having many alternates available or, depending on the total number of prospective interviewees, all the Hispanic graduates and dropouts should be targeted.

Other difficulties involved the accuracy of school records. Several students identified as dropouts turned out not to be such when interviewed. A system to cross-check the school information must be built into the final procedure.

As it turned out, telephone interviews compared favorably with face-to-face interviews. Interview time was approximately equal in both cases. Although the interviewers found it easier to explain individual questionnaire items face-to-face, difficulties were not significantly greater over the

telephone. One interviewer noted that the face-to-face interviews resulted in a richer impression of the student and the student's home environment, but unless these impressions can be systematically recorded, they are not useful for the study.

The interviewers made specific suggestions for improving the questionnaires themselves. Most of these changes were small but the effect was to enhance clarity. The instructions within the questionnaires were elaborated to increase their clarity and put the respondents more at ease. Finally, questions were added to cover areas that the interviewers found were important to respondents, eliminated redundant questions, and shifted the order of questions to achieve greater continuity.

Some of the feedback pertained to the Spanish translation of the questionnaires. The interviewers suggested that a few questions be retranslated for greater clarity and closer correspondence to the sense of the English version. They also pointed out that the order of the questions between the English and the Spanish versions of the parent questionnaire was different. This occurred because the English version was revised after the translation process had already begun. The above concerns will be reflected in the final Spanish translation, which has not yet been completed because the English versions have only recently been finalized.

In general, the school record data questionnaires were completed without apparent difficulty; staff of participating schools did not recommend any changes in the content or format of the present version. However, from the responses to specific questions, the following changes may be appropriate:

1. Preassign student numbers on the corresponding line.
2. Clarify that GPA, under question 3, be given for all students even if they dropped out from a middle/junior high school grade.

3. The line for MEAP scores, question 9, should be predivided into two parts: one for reading scores and one for math scores.

4. Further encourage a response to question 14, even for students who dropped out of middle/junior high school.

5. Clarify that question 15 applies to K-12 grades, not just secondary school years.

6. For question 16, provide an example in the instructions.

Essentially, the questionnaire seems to be well constructed, and the data requested in it is, by and large, available from school records. Therefore, with the above improvements, this instrument could be used as designed.

## REFERENCES

Joyce Epstein, James McPartland, The Concept and Measurement of the Quality of School Life, Vol. 3, American Educational Research Journal, Winter, 1976.

Susan Harter, "A Model of the Relationship Among Children's Academic Achievement and Their Self-Perceptions of Competence, Control, and Motivational Orientations," The Development of Achievement Motivation, Nicholls, Ed., JAI Press, 1981.

ATTACHMENTS FOR APPENDIX 2

STATE OF MICHIGAN

# DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

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BARBARA DUMOUCHELLE
BARBARA ROBERTS MASON
NORMAN OTTO STOCKMEYER, SR.
GOV. JAMES J. BLANCHARD
*Ex-Officio*

Dear Mr. or Mrs.

The Office of Hispanic Education, Michigan Department of Education, is conducting a study to investigate the reasons why some Hispanic youth leave school before graduation. Your son/daughter, , was identified as having dropped out during last school year; thus, we would like to have a brief interview with one of you to discuss why that happened.

A representative of the Michigan Department of Education is going to call you in the next few days to make an appointment or to ask you some questions over the telephone. We would greatly appreciate your cooperation to participate in this study.

Let me reassure you that all the information you may give to the interviewer will be kept strictly confidential, and your name will remain secret. Thus, please help us complete this important study.

The results of this study will help the Michigan Department of Education to plan new ways of preventing school dropouts. Therefore, your assistance will be very valuable.

Should you have any questions on this matter, you may call Mr. Laurencio Peña at (517) 373-4591.

Sincerely,

Antonio Flores

Antonio Flores, Coordinator
Office of Hispanic Education

AF/ls

STATE OF MICHIGAN

# DEPARTMENT OF EDUCATION

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BARBARA ROBERTS MASON
NORMAN OTTO STOCKMEYER, S
GOV. JAMES J. BLANCHARD
*Ex-Officio*

Dear Mr. or Mrs.

The Office of Hispanic Education, Michigan Department of Education, is conducting a study to investigate the reasons why some Hispanic youth leave high school before graduation, while others graduate. Your son/daughter, , was identified as one of the successful graduates of last school year; thus, we would like to have a brief interview with one of you to discuss what made it possible for your child to graduate.

A representative of the Michigan Department of Education is going to call you in the next few days to make an appointment or to ask you some questions over the telephone. We would greatly appreciate your cooperation to participate in this study.

Let me reassure you that all the information you may give to the interviewer will be kept strictly confidential, and your name will remain secret. Thus, please help us complete this important study.

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*Ex-Officio*

Dear

The Office of Hispanic Education, Michigan Department of Education, is conducting a study to investigate the reasons why some Hispanic youth leave school before graduation. You have been identified from among those who left school during last school year; thus, we would like to have a brief interview with you to discuss why that happened.

A representative of the Michigan Department of Education is going to call you in the next few days to make an appointment or to ask you some questions over the telephone. We would greatly appreciate your cooperation to participate in this study.

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GOV. JAMES J. BLANCHARD
*Ex-Officio*

Dear

The Office of Hispanic Education, Michigan Department of Education, is conducting a study to investigate the reasons why some Hispanic youth leave school before graduation. You have been identified from among those who were successful and graduated during last school year; thus, we would like to have a brief interview with you to discuss what helped you to graduate.

A representative of the Michigan Department of Education is going to call you in the next few days to make an appointment or to ask you some questions over the telephone. We would greatly appreciate your cooperation to participate in this study.

Let me reassure you that all the information you may give to the interviewer will be kept strictly confidential, and your name will remain secret. Thus, please help us complete this important study.

The results of this study will help the Michigan Department of Education to plan new ways of preventing school dropouts. Therefore, your assistance will be very valuable.

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JAMES J. BLANCHARD
*Ex-Officio*

Estimado

La Oficina de Educación para Hispanos, Departamento de Educación de Michigan, esta llevando a cabo un estudio para investigar las razones por las cual algunos jóvenes hispanos dejan la escuela secundaria antes de graduarse, mientras que otros se graduan. Ud. ha sido identificado de entre los que tuvieron éxito y se graduaron durante el año escolar pasado; por lo tanto quisieramos tener una breve entrevista con usted para hablar sobre lo que le ayudó a graduarse.

Un representate del Departamento de Educacion va a llamarle en unos días para hacer una cita o hacerle algunas preguntas por teléfono. Apreciariamos mucho su cooperacion para participar en este estudio.

Permítame asegurarle que toda la información que le de a la entrevistadora será mantenida confidencialmente y su nombre se mantendrá en secreto. Asi que por favor ayúdenos a completar este importante estudio.

Los resultados de este estudio ayudarán al Departamento de Educación de Michigan a planear nuevas maneras de prevenir que los jóvenes dejen la escuela antes de graduarse. De ahí que su asistencia será muy valiosa.

Si tiene alguna pregunta acerca de ésto, puede llamarle al Señor Laurencio Peña (517-373-4591).

Atentamente,

Antonio Flores

Antonio Flores, Coordinador
Oficina de Educación para Hispanos

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*Ex-Officio*

Estimado Señor o Señora

La Oficina de Educación para Hispanos, Departamento de Educación de Michigan, está llevando a cabo un estudio para investigar las razones por las que algunos jovenes hispanos dejan la escuela secundaria antes de graduarse, mientras que otros se graduan. Su hijo(a), _____, fue indentificado de entre los que tuvieron éxito y se graduaron el año escolar pasado; por eso quisiéramos tener una breve entrevista con uno de ustedes para hablar sobre lo que le ayudo a su hijo(a) a graduarse.

Un representate del Departamento de Educacion va a llamarle en unos días para hacer una cita o hacerle algunas preguntas por teléfono. Apreciariamos mucho su cooperación para participar en este estudio.

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Un representate del Departamento de Educacion va a llamarle en unos días para hacer una cita o hacerle algunas preguntas por teléfono. Apreciaríamos mucho su cooperación para participar en este estudio.

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Atentamente,

Antonio Flores

Antonio Flores, Coordinador
Oficina de Educación para Hispanos

## Appendix 3

- Student Questionnaire:
  English version
  Spanish version

- Parent Questionnaire:
  English version
  Spanish version

- School Record Data Questionnaire

- Directions for Racial/Ethnic Coding MEAP Study

PROMPTS FOR STUDENT QUESTIONNAIRE

FOR QUESTION 12

1. Were family responsibilities a reason for leaving school? Please explain.

2. Were there financial reasons?

3. Did something about your teachers or classes help lead you to the decision to drop out? What?

4. Did friends influence your decision? Please explain.

5. Did something happen that made you feel that you had to quit? What?

6. What did you think about your school? Did your opinion of school influence your decision to quit? Explain.

FOR QUESTION 14

1. Did your family influence you?

2. Did teachers or counselors play a role in helping you complete school? Explain.

3. Did you get involved in any activities at school that made you want to stay? What?

4. What did you think about your school? Did your opinion of school help you decide to stay? How was this?

5. Did you have plans for the future that made you want to stay? What were those plans?

No. _____

SURVEY ON CAUSES OF HISPANIC SCHOOL DROPOUT

Student Questionnaire

Starting time: _____ Ending time: _____ Total time of interview: _____

Interviewer _____

Gender: M ( ) F ( ) Date _____ Type of interview: Personal ( ) Phone ( )

I am conducting a survey for the Michigan Department of Education in order to find out some of the reasons why Hispanic students leave school before graduating. This information will help your schools give better services to Hispanic students. You were selected by chance to be in this study from all of the Hispanic students who attended high school last year. Please understand that the information you give us will be completely confidential and that your name will be kept secret. If you have any questions now or during the interview, please feel free to ask.

Please answer each of the questions below, checking the correct parenthesis where appropriate:

1. What best describes your national origin? Where your family came from originally.

( ) Mexican
( ) Mexican-American
( ) Chicano
( ) Cuban
( ) Puerto Rican
( ) South American
( ) Other (specify) _____

2. Where were you born?

( ) In the United States
( ) In Mexico
( ) In Puerto Rico
( ) In Cuba
( ) In South America
( ) Other (specify) _____

3. Who lived at home with you during your last year at school?

( ) Both parents
( ) Only mother
( ) Only father
( ) No parent
( ) Lived on my own
( ) Lived only with my spouse
( ) Other (specify) _____

4. How many older brother(s) and sister(s) do you have? (Don't need to count brothers and sisters separately) _____

5. How many younger brother(s) and sister(s) do you have? _____

6. Last year, did you have a job while you were going to school?

( ) Yes
( ) No (If no, go to question 9)

7. What type of job was it? (Please describe it) _____

_____

8. If yes, how many hours per week did you work? _____

9. In your last year in school, how did you usually get to school?

( ) Walked to school
( ) Used school bus
( ) Used public transportation
( ) Drove own car
( ) Rode with friends
( ) Rode a bike
( ) Other (Explain) _____

10. Did you graduate from high school?

( ) Yes (Please skip to question 14) ( ) No

11. If you didn't graduate, what grade were you in when you left school? _____

12. If you didn't graduate, what were the main reasons you dropped out of school? (Check categories as they are named; if none apply, write in the response in the "Other" category. Use the general prompts to probe for more information. If the subject elaborates on an answer, write a brief summary of this on the line provided by the appropriate category. These descriptions should be just a few words.)

Was school work too hard? _____

Did you leave school to work full-time? Why? _____

Did you get married? _____

Did you have trouble speaking English? _____

Did you have problems with school discipline? _____

Did your parents take you out of school? Why? _____

Did you miss too much school? Why? _____

Did friends who had already dropped out of school put pressure on you to quit school? _____

Did you just not feel you were part of the school? Why? _____

Were classes boring or irrelevant? Why? _____

Was your baby to be born soon? _____

Did you simply dislike school? Why? _____

Did you believe that a diploma isn't important for getting a job? _____

Do you just not know? _____

Other _____

13. How old were you when you left school? _____(Skip to question 17)

14. If you did graduate, what helped you successfully complete school? (Same directions as for number 3)

Were you encouraged by your parents? _____

Were teachers helpful to you? _____

Did your counselor give you encouragement and guidance? _____

Did friends or brothers and sisters encourage you? _____

Do you like school? _____

Did you want to go to college? _____

Did you feel that a diploma is important for getting a job? _____

Were you involved in varsity sports? _____

Were you involved in school clubs and activities? _____.

Were you involved in a special school program, e.g., Upward Bound, Basic Education, work study? _____

Other _____

_____

15. How old were you when you graduated? _____

16. What was your marital status when you stopped (graduated or dropped out) going to school?

( ) Single ( ) Separated
( ) Married ( ) Engaged
( ) Divorced ( ) Other (specify) _____

17. If you didn't understand a lesson in class, did you:

| | Yes | No |
|---|---|---|
| Ask questions? | ( ) | ( ) |
| Ignore it? | ( ) | ( ) |
| Ask your friends? | ( ) | ( ) |
| Ask the teacher later? | ( ) | ( ) |

18. What language do you usually use when speaking with your friends?

( ) English ( ) Spanish ( ) About the same of both

19. When you were in school, last year, how often did you discuss school with a parent or guardian?

( ) Every day
( ) A few times a week
( ) A few times a month
( ) A few times a year
( ) Never

20. When you were in school, last year, how often did you discuss school with your friends?

( ) Every day
( ) A few times a week
( ) A few times a month
( ) A few times a year
( ) Never

21. Were you assigned homework in school?

( ) No
( ) Yes

How much time a day would you spend on homework? _____

22. Last year, were you involved in school-sponsored activities? (For example, sports, drama, student government)

( ) Varsity sports
( ) Drama
( ) Cheerleading
( ) Student Council (Government)
( ) Scholarship Club
( ) Other (specify) _____
( ) None of these

23. What community activities were you involved in last year? (For example, a church group, Hispanic community group, etc.)

( ) Church youth group
( ) Boy's club/Girl's Club
( ) Social club
( ) Hispanic community group
( ) Boy Scouts or Girl Scouts
( ) Other (specify) _____
( ) None of these

24. What did you read regularly last year?

( ) Newspapers - How often? _____
( ) Comics - How often? _____
( ) Books - How often? _____
( ) Magazines - How often? _____
( ) Other (specify) _____
( ) None of these

25. Last year, who were you most comfortable talking to on the school staff? (For example, teacher, counselor or teacher's aide)

( ) A resource teacher
( ) Teacher
( ) Counselor
( ) Principal
( ) Teacher's aide
( ) Other (specify) _____
( ) None of these

26. Last year, who were you most comfortable talking to outside of the school? (For example, a friend, a neighbor, brothers or sisters, etc.)

( ) Friend
( ) Girl/boyfriend
( ) Neighbor
( ) Brother
( ) Sister
( ) Mother
( ) Father
( ) Uncle/Aunt
( ) Clergyman
( ) Other (specify) _____
( ) None of these

27. Now that you are out of school, what are your plans for the future?

( ) Go to school and work part-time
( ) Get a G.E.D.
( ) Attend business/trade (vocational) school
( ) Get a job
( ) Attend a community college
( ) Attend a four-year college
( ) Not sure
( ) Continue what I'm doing now
( ) Other (specify) _____

28. What are you doing now? _____

Below are a few phrases. Please indicate whether you think they are true or false. Try to answer as quickly as possible, even if your opinion lies between true and false, choose the one which is most correct for you.

29. "When I got a good grade in school, I usually didn't understand why I did so well."

( ) True ( ) False

30. "I was very happy when I was in school."

( ) True ( ) False

31. "In school, my teachers helped me whenever possible."

( ) True ( ) False

32. "When I did poorly in school, I usually couldn't figure out why."

( ) True ( ) False

33. "I don't think that a high school diploma is important for getting a good job."

( ) True ( ) False

34. "I enjoyed the work I did in school."

( ) True ( ) False

35. "If I got a bad grade in school, I usually didn't understand why I got it."

( ) True ( ) False

36. "Most non-Hispanic students in school did not accept me."

( ) True ( ) False

37. "Other Hispanic students did not get along well with me."

( ) True ( ) False

38. "Teachers did not get along well with me as a Hispanic."

( ) True ( ) False

39. "The school and I were like good friends."

( ) True ( ) False

40. "When I did well in school, I usually couldn't figure out why."

( ) True ( ) False

41. "I liked school very much."

( ) True ( ) False

42. "Most of the time I did not want to go to school."

( ) True ( ) False

Below are pairs of sentences which describe young people like you. In each pair of sentences, pick out the one statement in each pair which best describes you when you were in school. Pick one of the statements even if your true opinion lies in between. (Note to Interviewer: To make these last questions easier to understand, you might read both choices and then ask the student to pick the one which fits best.)

EXAMPLE: ( ) Some people like dances
BUT
( ) Other people prefer going to movies.

43. ( ) Some people have a lot of friends
BUT
( ) Other people don't have very many friends.

44. ( ) Some people feel that they are very good at their school work
BUT
( ) Other people worry about whether they can do the school work assigned to them.

45. ( ) Some people find it hard to make friends
BUT
( ) For other people it's pretty easy

46. ( ) Some people often forget what they learn
BUT
( ) Other people can remember things easily.

47. ( ) Some people wish that more people liked them
BUT
( ) Others feel that most people do like them.

48. ( ) Some people wish it was easier to understand what they read
BUT
( ) Other people don't have any trouble understanding what they read.

49. ( ) Some people have trouble figuring out the answers in school
BUT
( ) Other people almost always can figure out the answers.

50. Do you want to be sent the result of this survey?

( ) Yes
( ) No

Núm. _____

## ENCUESTA SOBRE LAS CAUSAS DE DESERCION ESCOLAR ENTRE LOS HISPANOS

Cuestionario para los Estudiantes

Hora al iniciar: _____ Hora al terminar: _____ Duración: _____

Entrevistador: _____

Género: M( ) F( ) Fecha _____ Tipo de entrevista: Personal ( )
Telefónica ( )

Estoy llevando a cabo un estudio para el Departamento de Educación de Michigan con el fin de conocer las razones por las cuales los estudiantes hispanos abandonan sus estudios. Esta información servirá para que las escuelas presten mejores servicios a los estudiantes hispanos. Tu fuiste seleccionado por sorteo, "by chance," para participar en este estudio, de entre todos los estudiantes que fueron a la escuela secundaria o "high school" el año pasado. Quiero asegurarte que la información que nos dés, será completamente confidencial y que tu nombre será mantenido en secreto. Si quieres hacer alguna pregunta en este momento o durante la entrevista, por favor no sientas pena o dudes en hacerla.

1. ¿Cómo describirías tu origen nacional?

( ) Mexicano
( ) México Americano
( ) Chicano
( ) Cubano
( ) Puerto Riqueño
( ) Sur Americano
( ) Otro (especifica)
_____

2. ¿Dónde naciste?

( ) En los Estados Unidos
( ) En México
( ) En Puerto Rico
( ) En Cuba
( ) En Suramérica
( ) Otro (especifica)
_____

3. ¿Cuál de las siguientes situaciones correspondió a tu situación familiar durante el año pasado?

( ) Ambos padres vivïan en casa
( ) Sólo tu mamá vivïa en casa

( ) Solo tu papá vivïa en casa
( ) Ninguno de los dos vivïa en casa
( ) Vivïas solo
( ) Vivïas con tu esposa/o
( ) Vivïas con un pariente
( ) Otra (especifica) _____

4. ¿Cuántos hermanos/as mayores tienes? _____

5. ¿Cuántos hermanos/as menores tienes? _____

6. ¿Trabajabas al mismo tiempo que asistïas a la escuela?

( ) Sï
( ) No (favor de seguir con la pregunta 9)

7. ¿Qué clase de trabajo tenïas? (describelo por favor)

_____
_____
_____

8. ¿Cuántas horas a la semana trabajabas? _____

9. ¿Cómo te ibas a la escuela durante el último año?

( ) Caminando
( ) En el autobús escolar
( ) En transporte público
( ) Manejando tu automóvil
( ) Manejando con amigos
( ) En bicicleta
( ) Por otro medio (explica) _____

10. ¿Te graduaste de la escuela secundaria?

( ) Sï (por favor, pásate hasta la pregunta 14)
( ) No

11. Si no te graduaste, ¿en qué grado estabas cuando dejaste la escuela? _____

12. Si no te graduaste, ¿cuáles fueron las principales razones que te hicieron abandonar la escuela? (marca las categorías que sean correctas conforme sean nombradas. Si ninguna es correcta, escribe la respuesta a continuación. Usa la guía general para sugerencias de cómo obtener más información.)

( ) ¿Se te hacía difícil la escuela?
( ) ¿Dejaste la escuela para trabajar tiempo completo?
(¿por qué? )_____
( ) ¿Te casaste?
( ) ¿Tenías problemas con el inglés?
( ) ¿Tenías problemas de disciplina?
( ) ¿Te sacaron tus padres de la escuela? (¿por qué? )
_____
( ) ¿Faltabas mucho a la escuela? (¿por qué? )
_____
( ) ¿Te presionaron tus amigos que ya habían dejado la escuela para que también dejaras de estudiar?
( ) ¿Realmente no te sentías parte de la escuela?
(¿por qué? ) _____
( ) ¿Eran las clases aburridas e irrelevantes? (¿por qué? ) _____
( ) ¿Estabas esperando un bebé?
( ) ¿No te gustaba la escuela para nada? (¿por qué? )
_____
( ) ¿Pensabas que el diploma no era importante para conseguir un empleo?
( ) ¿No tienes idea, no sabes? (¿por qué? )
_____
( ) ¿Otra razón? _____
_____

13. ¿Qué edad tenías cuando dejaste la escuela? _____ (Pasa a la pregunta 17)

14. Si te graduaste ¿cuáles piensas fueron los factores que te ayudaron a terminar la escuela? (Ve las indicaciones de la pregunta 12) _____
_____
_____

( ) ¿Te animaron tus padres?
( ) ¿Fueron tus maestros los que te ayudaron?
( ) ¿Te animaron y guiaron tus consejeros?
( ) ¿Te animaron tus amigos o hermanos?
( ) ¿Te gustaba la escuela?
( ) ¿Querías continuar tus estudios e ir a la universidad?
( ) ¿Pensabas que un diploma era importante para conseguir un empleo?

( ) ¿Eras miembro de un equipo deportivo de la escuela?
( ) ¿Pertenecías a clubes escolares y participabas en sus actividades?

( ) ¿Otra razón? _____
_____

15. ¿Qué edad tenías cuando te graduaste de la escuela? _____

¿Cual era tu estado civil cuando dejaste de ir a la escuela?

( ) Soltero/a
( ) Casado/a
( ) Divorciado/a
( ) Separado/a
( ) Comprometido/a
( ) Otro (especifica) _____

17. ¿Qué hacías tú, cuando no entendías alguna lección en la escuela?

| | Si | No |
|---|---|---|
| Preguntabas | ( ) | ( ) |
| Lo ignorabas | ( ) | ( ) |
| Le preguntabas a tus amigos | ( ) | ( ) |
| Le preguntabas al maestro después | ( ) | ( ) |

18. ¿Qué idioma hablas con tus amigos, por lo general?

( ) Inglés
( ) Español
( ) Los dos más o menos igual

19. ¿Cuando estabas en la escuela, qué tan seguido hablabas de la escuela con alguno de tus padres o con tu tutor?

( ) Diariamente
( ) Algunas veces a la semana
( ) Algunas veces al mes
( ) Algunas veces al año
( ) Nunca

20. ¿Cuándo estabas en la escuela, qué tan seguido hablabas de la escuela con tus amigos?

( ) Diariamente
( ) Varias veces a la semana
( ) Algunas veces a la semana
( ) Algunas veces al mes
( ) Casi nunca

21. ¿Te dejaban tarea, "homework," para hacer en casa?

( ) No
( ) Si

¿Cuánto tiempo pasabas al día trabajando en tu tarea? _____

22. ¿Participaste el año pasado en alguna actividad de la escuela? (Como por ejemplo, deporte, teatro, consejo estudiantil)

( ) Equipo deportivo (Varsity)
( ) Teatro
( ) Porrista ("cheerleader")
( ) Consejo estudiantil
( ) Grupo de estudio
( ) Otro (especifica) _____
( ) En ninguna

23. ¿Con qué grupo de la comunidad participaste el año pasado? (Como por ejemplo, grupos de la iglesia, de los hispanos)

( ) Grupo de jóvenes de la iglesia
( ) Boy's Club
( ) Club Social
( ) Grupo de la comunidad hispana
( ) Boy o Girl Scouts
( ) Otro (especifica) _____
( ) Ninguno

24. ¿Qué clase de lecturas leíste regularmente el año pasado?

( ) Periódicos: ¿Qué tan seguido? _____
( ) "Comics" o caricaturas: ¿Qué tan seguido? _____
( ) Libros: ¿Qué tan seguido? _____
( ) Revistas o "magazines": ¿Qué tan seguido? _____
( ) Otros (especifica) _____
( ) Nada

25. ¿Con quién podías platicar más a gusto en la escuela?
(Como por ejemplo, maestros/as, consejeros, ayudantes, etc.)

( ) Un maestro especial o individual
( ) Maestros
( ) Consejero
( ) Director
( ) Ayudante de maestro
( ) Otro (especifica) _____
( ) Ninguno de estos

26. ¿Con quién puedes platicar más a gusto fuera de la escuela?
(Como por ejemplo, un amigo, un vecino, hermano/a)

( ) Amigo
( ) Vecino
( ) Hermano
( ) Hermana
( ) Madre
( ) Padre
( ) Tío/a
( ) Sacerdote o Ministro
( ) Otro (especifica) _____
( ) Ninguno

27. Ahora que has salido de la escuela, ¿Cuáles son tus planes para el futuro?

( ) Asistir a la escuela y trabajar medio tiempo
( ) Obtener un G.E.D.
( ) Asistir a una escuela de negocios/oficios (vocacional)
( ) Conseguir un trabajo
( ) Continuar en un colegio de la comunidad ("Community College")
( ) Continuar en una Universidad ("four-year college")
( ) No estás seguro
( ) Otro (especifica) _____

28. ¿Qué te encuentras haciendo en este momento?

_____

A continuación se encuentran algunas opiniones, por favor indica si tu piensas que son verdaderas o falsas.

29. "Cuando obtenía una buena calificación o grado en la escuela, no podía entender porqué me había ido tan bien"

Verdadero ( ) Falso ( )

30. "Era muy feliz cuando estaba en la escuela"

Verdadero ( ) Falso ( )

31. "Los maestros ayudan a los estudiantes hispanos en todo lo posible"

Verdadero ( ) Falso ( )

32. "Cuando me salía mal lo que hacía en la escuela, generalmente no sabía porqué"

Verdadero ( ) Falso ( )

33. "El certificado de la secundaria o high school no es importante para conseguir un buen empleo"

Verdadero ( ) Falso ( )

34. "Me gustaba el trabajo que hacía en la escuela"

Verdadero ( ) Falso ( )

35. "Cuando obtenía una mala calificación, generalmente no podía entender porqué me había ido tan mal"

Verdadero ( ) Falso ( )

36. "La mayoría de los estudiantes no-hispanos no se llevaban bien conmigo"

Verdadero ( ) Falso ( )

37. "Otros estudiantes hispanos en mi escuela no se llevaban bien conmigo"

Verdadero ( ) Falso ( )

38. "Los maestros no se llevaban bien conmigo como hispano"

Verdadero ( ) Falso ( )

39. "La escuela y yo éramos como buenos amigos"

Verdadero ( ) Falso ( )

40. "Cuando me iba bien en la escuela, no podía generalmente saber porqué"

Verdadero ( ) Falso ( )

41. "Me gustaba mucho ir a la escuela."

Verdadero ( ) Falso ( )

42. "La mayoría de las veces no quería ir a la escuela"

Verdadero ( ) Falso ( )

A continuación se encuentran varios pares de frases que describen a jóvenes como tú. De cada par de estas frases selecciona la que mejor te hubiera descrito a tí cuando estabas en la escuela.

43. ( ) Algunas personas tienen muchos amigos

pero

( ) Otras personas tienen muy pocos amigos.

44. ( ) Algunas personas creen que son muy buenas para el trabajo de la escuela

pero

( ) Otras personas se preocupan pensando si pueden o no con el trabajo escolar.

45. ( ) Para algunas personas es muy difícil hacer amigos

pero

( ) Para otras personas es muy fácil.

46. ( ) Algunas personas seguido olvidan lo que aprenden

pero

( ) Otras personas pueden recordar cualquier cosa fácilmente.

47. ( ) Algunas personas desearían que más gente los apreciara

pero

( ) Algunas personas creen que la mayoría de las personas los aprecia.

48. ( ) Algunas personas desearían que fuera más fácil de entender lo que ellos leen pero

( ) Otras personas no tienen ningún problema para entender lo que leen.

49. ( ) Algunas personas tienen problema contestando preguntas en la escuela pero

( ) Otras personas tienen la respuesta correcta a cada pregunta.

50. ( ) ¿Te gustaría que te mandáramos los resultados de esta encuesta?

( ) Si ( ) No

PROMPTS FOR PARENT QUESTIONNAIRE

FOR QUESTION 11

1. Did he/she drop out because of your family? Explain.

2. Were there financial reasons?

3. Did something about his/her teachers or classes lead him/her to the decision to drop out? What?

4. Did friends influence his/her decision? Please explain.

5. Did something happen that made him/her feel that he/she had to quit? What?

6. What did he/she think about his/her school? Did his/her opinion of school influence his/her decision to quit? Explain.

FOR QUESTION 12

1. Did his/her family influence him/her?

2. Did teachers or counselors play a role in helping him/her complete school? Explain.

3. Was he/she involved in activities at school that made him/her want to stay? What?

4. What did he/she think about his/her school? Did his/her opinion of school help him/her decide to stay? How was this?

5. Did he/she have plans for the future that made him/her want to stay? What were those plans?

SURVEY ON CAUSES OF HISPANIC SCHOOL DROPOUT

Parent Questionnaire

Starting time: _____ Ending time: _____ Total time of interview: _____

Interviewer_____

Gender: M ( ) F ( ) Date _____ Type of interview: Personal ( ) Phone ( )

I am conducting a survey for the Michigan Department of Education in order to find out some of the reasons why Hispanic students drop out of school. This information will help your schools give better services to the Hispanic students. Your son or daughter was selected by chance to be in this study from all of the Hispanic students who attended high school last year. Please understand that the information you give us will be completely confidential and that your name will be kept secret. If you have any questions now or during the interview, please feel free to ask.

Please answer each of the questions below, checking the correct parenthesis where appropriate:

1. What best describes your national origin? Where your family came from originally.

   ( ) Mexican
   ( ) Mexican-American
   ( ) Chicano
   ( ) Cuban
   ( ) Puerto Rican
   ( ) South American
   ( ) Other (specify) _____

2. Where were you born?

   ( ) In the United States
   ( ) In Mexico
   ( ) In Puerto Rico
   ( ) In Cuba
   ( ) In South America
   ( ) Other (specify) _____

3. When did you first start living in this city/town? _____

4. How many times have you moved since coming to this city/town (within and outside)?

   _____

5. What is the longest time you have lived in any one place since moving to this city/town? _____

6. How many times did your son/daughter change schools in the last two years? _____

7. What relatives of your son/daughter live in your city/town? (List the relationship of each) _____

   _____

8. What relatives including brothers and sisters, went to school with your son/daughter? _____

   _____

9. Did your son/daughter _____ graduate from high school?
Name

( ) Yes (go to question 12) ( ) No

10. If no, what grade was he/she in when he/she left school? _____

11. If no, what do you think were the main reasons for him/her to have dropped out?

( ) School work was too hard. Why? _____

( ) Left school to work full-time. Why? _____

( ) Got married.

( ) Had trouble speaking English.

( ) "Eased out" by school officials.

( ) Had problems with school discipline.

( ) I took him/her out of school. Why? _____

( ) Missed too much school. Why? _____

( ) Friends who had already dropped out put pressure on my child to quit.

( ) He/she just didn't feel like a part of school life. Why? _____

( ) He/she felt that classes were boring or irrelevant.

( ) He/she just "doesn't like" school.

( ) I don't know.

( ) Other (specify) _____

_____

12. If your son/daughter did graduate, what do you think were the main factors which helped your child successfully complete school?

( ) I gave encouragement.

( ) Another parent or guardian gave encouragement.

( ) Teachers were helpful.

( ) Counselor gave encouragement and guidance.

( ) Friends or relatives gave encouragement.

( ) He/she liked school.

( ) He/she wanted to go on to college.

( ) He/she knows the diploma is important to get a job.

( ) Involvement in v rsity sports.

12. Cont'd.

( ) Participation in school clubs and activities.

( ) Other (specify) _____

13. At the time your son/daughter stopped going to school (dropped out or graduated), what was your marital status?

( ) Single
( ) Married
( ) Divorced
( ) Separated
( ) Engaged
( ) Widowed
( ) Other (specify) _____

14. What is your relationship to student?

( ) Mother
( ) Father
( ) Stepmother
( ) Stepfather
( ) Grandmother
( ) Grandfather
( ) Aunt
( ) Uncle
( ) Cousin
( ) Other (specify) _____

15. At the time your son/daughter stopped attending school (graduated or dropped out), which type of housing was your family living in?

( ) One family home
( ) Duplex
( ) Apartment
( ) Other (specify) _____

16. Under what arrangement did your family live at the time your son/daughter stopped attending school?

( ) Owned
( ) Rented
( ) Squatted
( ) Lived with others for free
( ) Other (specify) _____

17. What was the employment situation of the head of the household at the time your child stopped attending school?

( ) Working full-time
( ) Working part-time
( ) Full-time homemaker
( ) Unemployed, seeking work
( ) Unemployed, not seeking work
( ) Other (specify) _____

If working, what type of work did the head of the household do? _____

18. What best describes your family's income last year before paying taxes?

( ) No income
( ) Up to $2,000
( ) Over $2,000 to $5,000
( ) Over $5,000 to $10,000
( ) Over $10,000 to $15,000
( ) Over $15,000 to $25,000
( ) Over $25,000

19. What type of education have you had?

( ) Did not attend school
( ) Eighth grade or less
( ) Some high school
( ) High school graduate
( ) Some college
( ) College graduate
( ) Other (specify) _____

20. (If there is a spouse) What type of education has your husband/wife had?

( ) Did not attend school
( ) Eighth grade or less
( ) Some high school
( ) High school graduate
( ) Some college
( ) College graduate
( ) Other (specify) _____

21. Last year, who lived with you regularly at-home? (List each person's relationship to the student.)

_____

_____

_____

22. Of those listed, how many were under 18 years old? _____

23. What language is spoken most frequently in your home?

( ) English ( ) Spanish ( ) About the same of both

24. In what language do you feel most comfortable?

a. Reading ( ) Spanish ( ) English
b. Speaking ( ) Spanish ( ) English
c. Writing ( ) Spanish ( ) English

25. What sorts of things do you regularly read?

( ) Newspapers
( ) T.V. Guide
( ) Bus schedule
( ) Want ads
( ) Bible
( ) Books
( ) Magazines
( ) Other (specify) _____
( ) Nothing

26. In what language do you usually read things?

( ) English ( ) Spanish

27. How often were parent-teacher conferences held last year?

_____

Were you able to attend any of these conferences? ( ) No ( ) Yes

About how many? _____

28. How often did you participate in school-related activities last school year? (Such as PTA or helping with band, sports, social clubs, student government, cheerleading, field trips, fundraisers, etc.)

( ) Daily
( ) A few times a week
( ) A few times a month
(.) A few times a year
( ) Never

29. How often did you get involved in community-related activities during the last school year (like a church group, a community center, a charity or a social club)?

( ) Daily
( ) A few times a week
( ) A few times a month
( ) A few times a year
( ) Never

30. How would you rate your son's/daughter's ability to do school work?

( ) Excellent - never has difficulty with assignments
( ) Above average - has difficulty with only a few assignments
( ) Average - has difficulty with about half of the assignments
( ) Below average - has difficulty with most assignments
( ) Poor - seldom is able to finish assignments

31. Did you ever get a chance to help your son/daughter with school work?

( ) No (go to question 31 d.)
( ) Yes

a. If you did help with homework, about how many times per week did you help?

_____

b. If you did help with homework, about how long would you help each time?

_____

c. If you did help with homework, what kind of help did you give?

( ) Checked finished work
( ) Explained how to do the assignment
( ) Helped him/her do the assignment

d. Please explain why? _____

32. When your son/daughter was in school, how often did you discuss school with him/her?

( ) Daily
( ) A few times a week
( ) A few times a month
( ) A few times a year
( ) Never

Below are some statements about parents. Please check the box which shows if you agree or if you disagree with each statement. (Remember, answers are not right or wrong; we just want your honest opinion.)

33. I have been less involved in school activities than most parents.

( ) Agree ( ) Disagree

34. Language differences between me and school personnel are an important reason why I did not get more involved in school activities.

( ) Agree ( ) Disagree

35. I generally had good relations with the people at the school that my son/daughter went to.

( ) Agree ( ) Disagree

36. I feel that my son/daughter was <u>not</u> fairly treated by school officials.

( ) Agree ( ) Disagree

37. My son/daughter and I communicated well most of the time.

( ) Agree ( ) Disagree

38. Do you want us to send you the results of this study?

( ) Yes ( ) No

Núm. _____

ENCUESTA SOBRE LAS CAUSAS DE DESERCION ESCOLAR
ENTRE LOS HISPANOS

Cuestionario para los Padres

Hora al iniciar: _____ Hora al terminar: _____ Duración: _____

Entrevistador: _____

Género: M( ) F( ) Fecha _____ Tipo de Entrevista: Personal ( )
Telefónica ( )

Estoy llevando a cabo un estudio para el Departamento de Educación de Michigan con el fin de conocer las razones por las cuales los estudiantes hispanos abandonan sus estudios. Esta información servirá para que las escuelas presten mejores servicios a los estudiantes hispanos. Su hijo/a fue seleccionado/a por sorteo, "by chance," para participar en este estudio, de entre todos los estudiantes que fueron a la escuela secundaria o "high school" el año pasado. Quiero asegurarle que la información que usted nos dé será completamente confidencial y que su nombre será mantenido en secreto. Si Ud. quiere hacer alguna pregunta, en este momento o durante la entrevista, por favor no sienta pena o dude en hacerla.

Por favor conteste cada una de las siguientes preguntas marcando el o los paréntesis que correspondan a la respuesta correcta:

1. ¿Cómo describiría Ud. su origen nacional? ¿De dónde vino originalmente su familia?

( ) Mexicano
( ) México Americano
( ) Chicano
( ) Cubano
( ) Puerto Riqueño
( ) Sud Americano
( ) Otro (especifique)
_____

2. ¿Dónde nació usted?

( ) En los Estados Unidos
( ) En México
( ) En Puerto Rico
( ) En Cuba
( ) En América del Sur
( ) Otro (especifique)

3. ¿Desde cuándo vive Ud. en esta área? _____

4. ¿Cuántas veces se ha cambiado de domicilio desde que llegó a vivir en esta área?_____

5. ¿Por cuánto tiempo ha usted vivido en un solo lugar desde que vive en esta área? (donde haya estado más tiempo) _____

6. ¿Cuántas veces su hijo/a cambió de escuela en los últimos dos años? _____

7. ¿Qué familiares viven cerca de usted en la comunidad? (liste el parentesco con cada uno de ellos)

_____

_____

_____

8. ¿Qué familiares fueron a la escuela con su hijo/a? _____

_____

_____

9. ¿Se graduó su hijo/a_____ de la secundaria ("high school")?
(Nombre)

( ) Si (continúe con la pregunta 12)
( ) No

10. ¿En qué grado se encontraba cuando dejó la escuela? _____

11. ¿Cuáles piensa usted que fueron las razones principales por las que su hijo/a dejó la escuela?

( ) La escuela le fue muy difícil (¿por qué? )
_____

( ) Para trabajar tiempo completo. (¿por qué? )
_____

( ) Para casarse.
( ) Tenía problemas con el inglés.
( ) Fue "empujado/a" a salirse por las autoridades de la escuela.
( ) Tenía problemas de disciplina.
( ) Yo lo saqué de la escuela. (¿por qué? ) _____
( ) Faltaba mucho a la escuela. (¿por qué? ) _____
( ) Algunos amigos que habían dejado la escuela le presionaron para que se saliera.
( ) No se sentía parte de la escuela. (¿por qué? ) _____
( ) Pensaba que las clases eran aburridas o sin relevancia.
( ) Realmente no le gustaba la escuela.

11. Cont.

( ) No sé, no tengo idea.
( ) Otras causas (especifique) _____
_____

12. Si su hijo/a se graduó, ¿cuáles piensa usted que fueron los factores más importantes que le ayudaron a terminar con la escuela?
( ) Yo lo/a animaba.
( ) Otro padre o tutor lo animaba.
( ) Los maestros le ayudaron.
( ) Los consejeros le animaron y le guiaron.
( ) Los amigos o la familia le animaban.
( ) Le gustaba la escuela.
( ) Quería continuar sus estudios e ir a la universidad.
( ) Sabe que el diploma es importante para conseguir trabajo.
( ) Pertenecía a algún equipo deportivo de la escuela.
( ) Pertenecía a clubes escolares y participaba en sus actividades.
( ) Otros (especifique) _____
_____
_____

13. ¿Cuál era su estado civil cuando su hijo/a dejó de ir a la escuela? (ya sea que se graduara o la abandonara).

( ) Soltero/a
( ) Casado/a
( ) Divorciado/a
( ) Separado/a
( ) Comprometido/a
( ) Viudo/a
( ) Otro (especifique) _____

14. ¿Cuál es su relación con el/la estudiante?

( ) Madre
( ) Padre
( ) Madrastra
( ) Padrastro
( ) Abuela
( ) Abuelo
( ) Tio
( ) Tia
( ) Primo/a
( ) Otro (especifique) _____

15. Al momento en que su hijo/a dejó de ir a la escuela, ¿qué clase de vivienda ocupaba Ud?

( ) Casa unitaria (para una sola familia)
( ) Duplex
( ) Apartamento
( ) Otra (especifique) _____

16. ¿Cuál era su situación con respecto a esa vivienda?

( ) Propietario
( ) Rentaba
( ) Ocupaba sin derecho
( ) Vivía con otros sin pagar
( ) Otra (especifique) _____

17. ¿Cuál era su situación con respecto a empleo al momento que su hijo/a dejó de ir a la escuela?

( ) Trabajaba tiempo completo
( ) Trabajaba tiempo parcial
( ) Ama de casa (tiempo completo)
( ) Desempleado buscando empleo
( ) Desempleado sin buscar empleo
( ) Otro (especifique) _____

Si se encontraba trabajando, ¿qué tipo de trabajo desempeñaba? _____
_____

18. ¿Cuál fue el ingreso familiar del año pasado antes de pagar los impuestos?

( ) Sin ingresos
( ) Menos de $2,000
( ) Entre $2,000 a $5,000
( ) Entre $5,000 a 10,000
( ) Entre $10,000 a 15,000
( ) Entre $15,000 a 25,000
( ) Más de $25,000

19. ¿Qué instrucción o cuántos años de escuela tiene Ud.?

( ) No fue a la escuela
( ) 8avo. grado o menos
( ) Fue a la secundaria (h.s.)
( ) Se graduó de la escuela secundaria (h.s.)
( ) Fue a la universidad
( ) Graduado universitario
( ) Otro (especifique) _____

20. (En caso de que exista esposo/a) ¿Qué instrucción o cuánta escuela tiene él/ella?

( ) No fue a la escuela
( ) 8avo. grado o menos
( ) Fue a la secundaria (h.s.)
( ) Se graduó de la escuela secundaria (h.s.)
( ) Fue a la universidad
( ) Graduado universitario
( ) Otro (especifique) _____

21. ¿Quienes vivieron con ustedes, en forma permanente, durante el año pasado? (Liste a las personas y el parentesco con su hijo/a). _____
_____

22. ¿Cuántas de estas personas son menores de 18 años de edad?

_____

23. ¿Qué idioma se habla más frecuentemente en su casa?

( ) Inglés
( ) Español
( ) Los dos aproximadamente igual

24. ¿En cuál de los dos idiomas se siente usted con más comodidad al

| | | |
|---|---|---|
| a: Leer | ( ) Español | ( ) Inglés |
| b: Hablar | ( ) Español | ( ) Inglés |
| c: Escribir | ( ) Español | ( ) Inglés |

25. ¿Qué cosas lee usted regularmente en inglés?

( ) Periódicos
( ) T.V. Guide
( ) Horario de autobuses
( ) Anuncios del periódico
( ) Libros
( ) Revistas o "magazines"
( ) Otros (especifique) _____
( ) Nada

26. ¿En qué idioma lee usted cosas más frecuentemente?

( ) Inglés
( ) Español

27. ¿Qué tan a menudo se realizaron reuniones de padres y maestros el año pasado?

_____

¿Le fue posible asistir a alguna de esas conferencias?

( ) No
( ) Si

¿Como a cuántas? _____

28. ¿Cuánto ha participado Ud. en las actividades relacionadas con la escuela? (tales como el PTA, ayudar en los juegos y en excursiones)

( ) Diariamente
( ) Algunas veces a la semana
( ) Algunas veces al mes
( ) Algunas veces al año
( ) Nunca

29. ¿Qué tan a menudo se involucra o participa en actividades relacionadas con la comunidad? (con la iglesia, alguna caridad, un grupo social)

( ) Diariamente
( ) Algunas veces a la semana
( ) Algunas veces al mes
( ) Algunas veces al año
( ) Nunca

30. ¿Cómo calificaría la capacidad de su hijo/a para hacer las tareas escolares?

( ) Excelente – No tiene dificultad con ninguna tarea
( ) Promedio – Tiene dificultad con algunas tareas
( ) Por abajo del promedio – Tiene dificultad con la mayoría de las tareas
( ) Poca – Rara vez termina las tareas

31. ¿Tuvo alguna vez la oportunidad de ayudar a su hijo/a con las tareas escolares?

( ) No (Pase a la pregunta 31 d.)
( ) Si

a. Si le ayudó con las tareas, ¿cuántas veces por semana Ud. le ayudó? _____
b. Si le ayudó con las tareas, ¿cuánto tiempo le dedicaba cada vez? _____
c. Si le ayudó con las tareas, ¿qué clase de ayuda le dió?
   ( ) Revisaba los trabajos terminados
   ( ) Le explicaba cómo hacer el trabajo
   ( ) Le hacía el trabajo
d. Por favor dígame, ¿porqué no le ayudaba? _____
   _____
   _____

32. Cuando su hijo/a estaba en la escuela, ¿qué tan a menudo hablaba de la escuela con él/élla?

( ) Diariamente
( ) Algunas veces a la semana
( ) Algunas veces al mes
( ) Algunas veces al año
( ) Nunca

A continuación se encuentran algunas opiniones de los padres de familia. Por favor indique marcando el paréntesis, su acuerdo o desacuerdo con cada declaración.

33. He participado menos en las actividades escolares que la mayoría de los padres.

( ) De acuerdo
( ) No estoy de acuerdo

34. La diferencia de mi idioma y el del personal de la escuela es una de las razones importantes por las cuales no participé más en las actividades escolares.

( ) De acuerdo ( ) No estoy de acuerdo

35. Yo tuve, en general, buenas relaciones con la gente en la escuela a la que mi hijo asistió.

( ) De acuerdo ( ) No estoy de acuerdo

36. Pienso que mi hijo/a no fue tratado justamente por los profesores y oficiales de las escuelas a donde fué.

( ) De acuerdo ( ) No estoy de acuerdo

37. Mi hijo/a y yo nos comunicamos bien la mayor parte del tiempo.

( ) De acuerdo ( ) No estoy de acuerdo

38. ¿Le gustaría que le mandáramos los resultados de este estudio?

( ) Si ( ) No

SURVEY ON CAUSES OF HISPANIC SCHOOL DROPOUT

School Record Data

Please complete the information below:

School District: _____

Student's Name: _____

Student's Sex: ( ) Male ( ) Female

Who Completed Questionnaire? _____

Date: _____ Student Number: _____

Please answer as accurately as possible each of the questions below by checking the correct parenthesis. Please answer all questions for all students whether or not they dropped out.

1. Did the student graduate or drop out during 1982-83 school year?

   ( ) Graduated (go to question 3)
   ( ) Dropped out

2. If he/she dropped out, at what grade level did this occur?

   ( ) 8th ( ) 11th
   ( ) 9th ( ) 12th
   ( ) 10th ( ) Other (specify) _____

3. Please report the student's latest G.P.A., whether or not he/she graduated. _____

4. How many failing grades did the student receive at the junior high school level? _____

5. How many of these were in academic courses? _____

6. How many failing grades did the student receive at the senior high school level? _____

7. How many of these were in academic courses? _____

8. Please indicate the number of times the student repeated each grade below:

   ( ) Kindergarten ( ) 5th ( ) 10th
   ( ) 1st ( ) 6th ( ) 11th
   ( ) 2nd ( ) 7th ( ) 12th
   ( ) 3rd ( ) 8th
   ( ) 4th ( ) 9th

9. About how many full-day absences did the student have last year?

_____

10. How many full days did the student miss due to suspension in junior high school? _____

11. How many full days did the student miss due to suspension in senior high school? _____

12a. Has the student ever been expelled from school?

( ) No (go to question 13)
( ) Yes

12b. How many times? _____

12c. What were the main reasons for the expulsions?

( ) Disciplinary problems
( ) Truancy
( ) Juvenile delinquency
( ) Other (please explain) _____

_____

_____

12d. Was the student readmitted to school after every expulsion?

| Always | Usually | Sometimes | Never |
|---|---|---|---|
| ( ) | ( ) | ( ) | ( ) |

13. Based on the type of courses the student took in junior, middle, and senior high school, how would you describe his/her educational program? Please include students who dropped out of middle or junior high school.

( ) General
( ) Vocational
( ) Business
( ) College preparatory

14. Below, please indicate which programs the student was enrolled in and for how long. Consider all grades K-12.

| Program | Number of Years in Program |
|---|---|
| ( ) Bilingual Education | _____ |
| ( ) Migrant Education | _____ |
| ( ) Chapter 1 | _____ |
| ( ) Article 3 | _____ |
| ( ) Special Education | _____ |
| ( ) Other (specify) _____ | _____ |

15. What were the student's scores on the Individual Student Report of the MEAP?

| | Reading | Mathematics |
|---|---|---|
| 4th Grade | _____ | _____ |
| 7th Grade | _____ | _____ |
| 10th Grade | _____ | _____ |

16. Below, please indicate standardized test scores for grades 7 through 12. Please record percentiles if possible. If some other type of score is the only one available, please report the score and write in what type of score it was.

EXAMPLE

| Grade | Type of Test | Score | Type of Test Score (if not a percentile) |
|---|---|---|---|
| 7 | *California Achievement Test* | *70* | |
| 8 | *Iowa Test of Basic Skills* | *81* | |
| 9 | *Metropolitan Achievement Test* | *66* | |
| 10 | *Nothing* | -- | |
| 11 | PSAT | *490* | *Raw Score* |
| 12 | SAT | *524* | *Raw Score* |

→ PLEASE ANSWER BELOW

| Grade | Type of Test | Score | Type of Test Score (if not a percentile) |
|---|---|---|---|
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

STATE OF MICHIGAN

# DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

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of Public Instruction

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MEMORANDUM

TO: District Assessment Coordinators

FROM: Edward D. Roeber, Supervisor
Michigan Educational Assessment Program

SUBJECT: Directions for Racial-Ethnic Coding Study

Your district is one of six school districts that have agreed to voluntarily participate in a special study to determine if MEAP results vary by racial-ethnic group. Within each district, one high school, plus several middle schools/junior high schools and elementary schools will participate. For each fourth, seventh or tenth grader assessed, a racial-ethnic code will be entered into the Research Code field. The codes to be used are taken from Directive No. 15, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting" and are used by local districts for reporting racial and ethnic head counts on the Fourth Friday Membership and Personnel Report (Form RA-4203, 6,83).

Before reviewing this study with the participating School Coordinators. please read the directions for using the Research Code Report, found on page 7 of the "Local and Intermediate District Coordinator's Manual," (attached). Incidentally, the cost of using the Research Code for this study will be borne by MEAP. Also, please review the sheet of directions for the School Coordinator since this sheet gives the research codes to be used, along with a definition of each code. Make sure to brief each participating school coordinator about participation in this study.

Please note that only one code may be filled in for each student. This means that the Research field may not be used in your district for any other purpose, since the Research reports are provided only at the district level. Also, please make sure that each school uses only the codes shown on the School Coordinator Directions Sheet so that students in the same racial-ethnic category are coded the same way.

If you have any questions about the racial-ethnic codes, please contact Antonio Flores at (517) 373-9467. If you have any questions about the mechanics of the Research coding, please contact Ed Roeber or Martha Caswell at (517) 373-8393.

Attachment

EDR/pg

cc: Martha Caswell

Directions for the

School Coordinator

for the
Racial-Ethnic Coding Study

These instructions pertain only to the school buildings in the districts selected to take part in this special study. The purpose of this study is to determine if MEAP results vary by racial-ethnic group. If your school was selected, your District Assessment Coordinator will notify you.

The Research Code field will be used to grid the student racial-ethnic category for each student. The directions for coding the Research Code Report field, found on page 8 of the "School Coordinator's Manual," should be reviewed. The School Coordinator, or his or her designee, will be responsible for entering the appropriate research code for each student. Listed below is the appropriate code for each racial-ethnic group, along with the definitions of each code as used in the Fourth Friday Report*:

Research Code

1 = AMERICAN INDIAN OR ALASKAN NATIVE - A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

2 = BLACK, NOT OF HISPANIC ORIGIN - A person having origins in any of the black racial groups of Africa.

3 = ASIAN OR PACIFIC ISLANDER - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian sub-continent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

4 = HISPANIC - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture of origin, regardless of race.

5 = WHITE, NOT OF HISPANIC ORIGIN - A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

Make sure that only one code is gridded for each student. The gridding can probably best be done after students have completed the MEAP testing and the answer sheets returned by the assessment administrators to the School Coordinator.

If you have questions about the racial-ethnic codes, or the process of coding, please contact your District Assessment Coordinator.

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*RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal agencies.

For the purpose of this report, a student may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

THIS DOCUMENT WAS PREPARED BY:

The Michigan State Board of Education
Office of School and Community Affairs
Eugene L. Cain, Assistant Superintendent

Office of Hispanic Education
Antonio R. Flores, Coordinator

Edited by: Antonio R. Flores

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The Michigan Department of Education wishes to express its appreciation to the many organizations and individuals who were involved in the planning and implementation of the study, and in the preparation of this report.

January, 1986

**MICHIGAN STATE BOARD OF EDUCATION**

**STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.